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ABSTRACT

Guidelines for developing the internal communications of colleges and universities, researching internal communication needs, and increasing information flow through traditional and nontraditional media are provided in 11 articles. Titles and authors include the following: "Work for an Open Internal Communication Policy" (Thaddeus Bonus); "Five Steps to Developing an Internal Communications Plan" (Sharon Logsdon Yoder); "The Internal Communicator's Prominent Role in PR" (Louis Cartier); "Why You Should Conduct Communications Research" (Robert Smith); "Writing for the Internal Audience" (Carol Reuss); "The Craft of Editing an Internal Publication" (Roselyn Niebert); "How to Write Headlines That Entice and Inform" (Paul Desruisseaux); "Controversy and the Free Press" (Mary Ann Aug); "How to Communicate Internally Through Multiple Media" (Terry D. Newfarmer); and "Enhance Productivity with Effective Internal Communication" (Eldon G. Schafer and Larry Romine). A statement of editorial policy for the University Times (University of Pittsburgh, 1982) is also included. In addition, an appendix lists internal publications and editors at 80 U.S. and Canadian schools. (SW)

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Improving Internal Communication

Edited by Thaddeus Bonus

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FOREWORD

The emerging field of internal communication makes new demands on you as a communicator. Rapid, credible, effective communication with faculty, staff, and students becomes critical as problems of institutional management grow more complex. Further, if information doesn't flow in a way that keeps morale high, you may find your relationships with external publics undermined right on campus. After all, good public relations begins in the home.

This handbook will help you define the objectives of your internal communication program and enlist the support of your campus administration in implementing them. The authors outline steps to increase information flow--through the traditional newsletter or tabloid and through other means, from group meetings to bulletin boards, "hot lines" to videotape. You'll also learn to measure how effectively you're using these and other communication channels.

After reading this handbook, we're confident that you will see what better campus communication can do for your institution. Further, you'll have at your fingertips important how-to information, whether you want to improve an existing program or start one from scratch.

Within CASE, one person more than any other has been responsible for keeping internal communication high on the agenda. That person is Thaddeus M. Bonus, director of public information at the University of North Carolina at Chapel Hill. At his urging, CASE CURRENTS devoted its November 1977 issue to that topic. He was the prime organizer and keynote speaker at a series of CASE internal communications conferences. And finally, he took the lead in developing this handbook. Its authors and I here pay tribute to Ted's low-key, good humored, and inspiring leadership.

Virginia Carter Smith
Vice President

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Part One:
Overview

Chapter 1

WORK FOR AN OPEN INTERNAL COMMUNICATION POLICY

by Thaddeus Bonus
Director of Public Information
University of North Carolina at Chapel Hill

Internal communication? Of course we do it. We have a monthly four-page newspaper that publishes warmed-over press releases and never suggests that disagreement occurs on our campus. As a matter of fact, we liked the paper so much we also made it the external publication for friends of the university. That way we save the bother and expense of two separate publications.

I may be wrong, but I will swear I've heard my colleagues at other campuses say something very much like that.

This handbook is devoted to an area of university relations much talked about yet little understood. Too often, internal communication is synonymous with things--newsletters, tabloids, magazines, posters. Instead it should chiefly concern the idea of the exchange of information, of what goes--and what does not go--into the internal media.

An elaborate communication system is not really the point because no system is any more effective than the information put into it. Internal communication is not a persuasion or propaganda campaign. It should be a two-way information sharing that offers the freedom and opportunity to ask questions, get answers, and exchange ideas. It asks that the faculty and staff be told what the institution is doing, why it is being done, and how it affects the individual. And it requires that the people who work for the institution be told the news first or, if this is impractical, as soon as possible.

With all the complexity of human behavior, there are some general ground rules that will establish effective communication. Honesty, simplicity, and consistency are high on that list. They build trust and promote mutual respect. Simply stated, that is what internal communication is all about.

About 20 years ago, our compatriots in private industry began awakening to the wisdom of improving their internal communication. Perhaps the behaviorists, or the sensitivity people, or those constantly concerned with "improved communications" prompted several corporations to begin wondering what internal communications actually meant.

Some ideas began dawning. People who were called "employees" were also adults and did not necessarily leave their judgments and concerns at the plant gate when they came to work. If it were true that face-to-face communication--with the built-in process of feedback and reinforcement--was actually as effective as the theorists suggested, could it be that internal communication might include more than print media? And what about the content of those media? Did employees have an interest in the company beyond births, deaths, and bowling scores?

And so the concept of organizational communication developed. Organizational communication can be defined as those communications that facilitate the functioning of an organization. After all, a manager has only one tool to use in organizing, motivating, and guiding people to do their own work. That tool is information. Information can be transmitted only through the spoken or written word, or the language of numbers.

With this basis, the corporate communicators went on to test several propositions--for example, the proposition that, if management does not communicate, weird rumors fill the vacuum. After all, is it really possible to keep a secret in any human organization for more than 72 hours? (What good is a secret unless I tell you about it?)

Corporate management may not like it, but haven't we learned that all actions--by all people, on all levels, in all functions--constantly communicate? There is no right or wrong in this statement. What we have is communication.

In survey after survey, we find that the employee wants corporate information from his or her supervisor and, too often, the supervisor is plugged into an inadequate information network. Management views the supervisor as a communicator of departmental production, quotas, goals, budgets, problems, and other job related concerns. It does not view the supervisor as a communicator of corporate information.

Yet, we have learned from innumerable studies in communication that face-to-face communication is the most effective means. We've learned from opinion and attitude surveys that the subordinate looks to the immediate supervisor as the preferred information source, not just about job problems but also about the organization.

Unfortunately, we've also learned that management too often views the internal communicator as a technician, a person who gets out the "word" after management has said what word to use. I also think the communicator or editor too often views himself or herself as a technician--a writer, a designer, a keeper of mailing lists--and not as an essential part of the decision-making team.

College campuses are relatively new to the internal communication business. We've learned the buzz words. We talk about it a great deal at our conferences and seminars. We proudly boast about our internal tabloids. (They're most often well designed but not read.)

We wonder why the student newspaper is well read and too well believed, yet we often don't produce an internal publication for the people who know us best--the people who work for us.

And we insist on telling our side in inept ways.

As you will see elsewhere in this handbook, some of us have embarked on meaningful, credible, effective programs. The beginnings are there. The needs are present. We all know the generalized horrors of the shrinking dollar, the spiralling cost of tuition, the potential problems of fewer students, the growing disenchantment with higher education. Can there be any doubt about the urgency of creating or improving our systems of internal communication?

If your own concerns have been aroused, what can you do? Here are some suggestions.

1. Because our corporate friends have learned a great deal about internal communication, go visit the best. You'll probably find some usable examples within a few miles of your campus. Examine their programs. Some of what they do can be translated for your own academic environment.
2. Take a course from or talk with your own local faculty expert who teaches communication theory.
3. Spend some time convincing your administration that open communication helps everyone. Faculty and staff are interested in the big issues facing your campus.
4. Advise your administrators on what needs to be communicated. After all, you are a professional communicator with a wide variety of internal contacts.

5. Plan a variety of channels for communicating. One informational bill-of-fare does not suit all internal needs. Neither a single publication nor a media system is a program. Face-to-face communication requires meetings ranging from open houses to the personal supervisor/subordinate talks.
6. Set up a system that permits upward communication. Down-the-line communication is not enough.
7. Consider conducting an opinion or attitude survey of faculty and staff members. You'll find out what they don't know, what troubles them, what misinformation they have. To get help with a survey, check with market researchers in the business school, or faculty or survey experts in the graduate school. Such a survey is the professional way to attack a public relations problem.
8. Investigate a plan of exit interviews. Ask people who are leaving the institution what they think about it. After all, they are leaving. Their fears of reprisals are at rest.
9. Look at your campus's orientation program for new faculty and staff. Does it do a good job of introducing them to the institution?
10. Promote your benefits program. It is probably better than your faculty and staff think it is. Our friends on the corporate side learned long ago that there is much more to compensation than salary.
11. Think about using bulletin boards to communicate. Surely, they are not very exciting, but we all have them. The smaller your institution the more effective they can be in communication.
12. Consider writing letters to employees' homes. Our corporate friends learned long ago that the letter home is an effective way of reaching the family, particularly in difficult times. You should also use the letter to discuss successes and accomplishments.
13. Develop the central attitude of communicating constantly, habitually, and automatically. You must work hard to develop a program that is credible, and then you must work even harder to maintain that credibility. Once lost you may never regain it.

Many years ago, William H. Whyte in Is Anyone Listening wrote, "Only with trust can there be any real communication,

and until that trust is achieved, the techniques and gadgetry of communication are so much effort."

How odd! If we had meaningful, open, habitual communication, we would not need newspapers, newsletters, bulletin boards, and all the rest. People would talk to one another. But since we must start somewhere, let it be here. What follows may be the most critical collection of articles you have ever read.

This article first appeared in the November 1977 CASE CURRENTS.

Chapter 2

FIVE STEPS TO DEVELOPING AN INTERNAL COMMUNICATION PLAN

by Sharon Logsdon Yoder
Former Director of University Relations*
University of Missouri-Columbia

Plan A: You're new on the job (or interviewing for the job). You ask for a copy of the institution's internal communication plan--just as casually as you ask for a copy of the current budget. More likely than not, there is no plan. Look concerned, furrow eyebrows, murmur "hmmm." You have just begun Step One toward your goal of accomplishing an institutional internal communication program.

Plan B: More than 50 percent of us have already let slip that first opportunity presented in Plan A. So what chances do we have left to put internal communication theories into practice in our institutions? What is it we can, or should, do now to recoup? Where do we begin?

This chapter is designed to prompt you to develop and carry out an internal communication plan unique to your campus. Not every campus should use the same plan; the emphasis in this chapter is on the planning process. What are the right questions to ask?

The overall process is common to all campuses:

- * selling the administration on the need;
- * establishing a plan;
- * selecting and protecting the manager/editor;
- * keeping administrative support; and
- * keeping audience support.

Step 1: Sell the administration on the need

You begin the process by determining the information needs on your campus. Research two major questions:

- * What are employees' attitudes?
- * How do they get their information?

* As of 1984, Yoder is a graduate student in journalism at the University of Missouri-Columbia.

Find out about employees' attitudes by asking:

1. How do people feel about their employers? A 1982 study by Opinion Research Corporation found that, of managers, supervisors, professionals, technicians, sales, clerical and hourly workers studied, most appear to be more unhappy with their employers than with their jobs. (Sample questions: Are directives from the top fair or arbitrary? Does management administer policies unevenly? Is management responsive to your needs? Does management listen? Does management care?)
2. How do people feel about their work? (Sample questions: Does the work give a sense of achievement? Do the institution's policies and rules make the job easier? Does the institution provide good working conditions? Does the work make good use of the individual's skills and abilities? Does the individual receive adequate recognition when he or she does good work?)

Find out how people get their information.

1. Conduct communication research. This is the best bet for fully understanding your campus communication needs. The International Communication Association's audit format uses five measurement tools: the questionnaire survey, interviews, network analysis, a communicative experiences analysis, and a communication diary. (Robert Smith further discusses these tools in Chapter 4.)
2. Ask these questions:
 - * What are the major communication strengths of the institution? What are the major weaknesses?
 - * What are the informal channels for receiving information? What are the formal channels?
 - * How often do people receive information of low value; high value?
 - * What is the perception on improving communication?
 - * What is the perception regarding conflict resolution?
 - * What are employees' communication relationships with supervisors, coworkers, middle management, top management, subordinates?

Also helpful in this step is developing an internal communication policy. A written policy, distributed widely on campus, is always more effective than the unwritten, unpublished view that the institution "believes in communicating." Besides, presidents come and go--and change their minds. A written policy, to be included in the institution's policy and procedures manual, might include these points:

The purpose of the internal communication policy is to develop a favorable climate for two-way communication between employees and management and to improve the quality, content, and timeliness of all internal communication.

The institution will provide timely and appropriate information on the institution's objectives, plans, and operation.

Employees will first learn of important matters affecting them and their jobs through internal channels, rather than through external channels.

Employee ideas, opinions, and suggestions for improving operations are an important asset, and management will provide a uniform upward communication program for employees.

Management will recognize accomplishments and achievements of all employees through internal media.

The responsibility for directing implementation of this policy will fall upon (Administrator X), but implementation falls upon all levels of management.

If administrators are reluctant to accept such principles of internal communication, try to persuade them.

- * Remind the administration of the purpose of higher education, which is to promote open inquiry, to promote the acquisition of knowledge, and to promote the dissemination of knowledge.
- * Imply that not to do so means that the administration does not believe in sincerity, honesty, and frankness.
- * Route to administrators policies adopted by other institutions and corporations and internal publications that are better than yours in concept.

- * Use the "back door" approach: Have internal communication techniques written into their policies, such as a policy on faculty and staff development.

Step 2: Establish the plan

First, identify the audiences you need to reach. Remember that this is not as easy as it appears; you can take at least three different approaches:

1. by management level (senior management, middle management, first-line supervisors, and other employees);
2. by institutional job classification (faculty, students, nonacademic staff-professional, nonacademic staff-clerical, and support staff); or
3. by characteristics (urban, educated, male, black, young, two-career families, commuting, and so on).

Next, put someone in charge. Presumably, you have settled this in favor of the public relations staff through the written policy you now have. But where in the public relations organization should the responsibility fall? If at all possible, choose a separate office of internal communication, not the news bureau, and have the individual in charge report directly to the top public relations administrator.

Here's why the news bureau is not the best choice to run the internal communication program. There are too many conflicts involved in asking that office both to supply the external media with up-to-date institutional news and to give that news first to an internal audience. Yet, unless the internal audiences are given priority, your internal communication program will lose credibility. Further, a dual responsibility can foster laziness. The news writers may begin to think that they've succeeded once the news is published, even if it only appears in an in-house periodical.

Armed with your research, your policy statement, your decision on audience(s), and your choice of who will direct the program's implementation, it's time to choose the medium/media for your program. Unfortunately, all too many people start with this step.

Here are 50 communication ideas to consider:

1. Network microprocessors (Creative work with electronic internal communication has the potential to affect internal relations profoundly. The network can supplement--or replace--the bulletin

board, newsletter, and other internal publications because of its great capability for instant updating.)

2. Internal periodicals: newsletters, tabloids, magazines
3. Annual reports
4. A faculty-staff handbook
5. Letters from the president
6. An annual staff-benefits accounting form
7. A suggestion system
8. Exit interviews (with personnel and students)
9. Opinion surveys
10. Displays and exhibits
11. A campus radio station
12. A campus TV station
13. Organization charts and telephone directories as organization charts
14. A telephone hotline
15. A closed-circuit television
16. Regular staff meetings
17. Mass meetings
18. Committees
19. Discussion groups
20. Training programs
21. Public relations training programs
22. Orientation programs for new employees
23. Orientation programs for families of new employees
24. Orientation videotapes or films
25. Bulletin boards

26. Family open houses
27. Feedback sessions
28. Leaflet racks
29. Payroll stuffers and check stub messages
30. Service award ceremonies
31. A question column in a publication
32. A special publication for the governing board
33. A factbook
34. A faculty-staff speaker's bureau
35. Teaching and research awards
36. Service and merit awards
37. A recreation program
38. A faculty-staff club
39. A new faculty-staff folder with campus and town publications
40. An annual "state of the university" address by the president
41. Reduced rates for campus events (lectures, athletics, concerts)
42. Democratic faculty and staff organizations
43. A president's open house, reception, picnic, or dinner
44. A president's open door policy
45. Forums on issues
46. Availability or mailing of materials for external distribution (e.g. student recruitment materials, budget-request book) to faculty and staff
47. A broad program of student services
48. Open-house sessions in departments

49. President's rap sessions with faculty, staff, and students

50. Board members' rap sessions

Step 3: Select and protect the manager/editor

Surveys taken by the International Association of Business Communicators (IABC) in 1970 and 1977 showed a profound change in people's acceptance of communication as a management function. The surveys also showed the communicator's evolution from "editor" to "manager." In 1970, 60 percent of those polled had a title of "editor." By 1977, the percentage dropped to 26 percent in favor of "manager" or "director" titles.

Survey Director Irene Piraino dismissed critics who would charge that this was simply an exercise in semantics. Instead, she postulated that the change reflected a major shift in the communicator's role--from a one-dimensional passive reporter of information to a more active professional who helps solve long-range organizational problems.

Such a shift is important. Said Piraino, "As a manager who contributes to the organization, you're less likely to be victimized by budget cuts than an editor who top management may see as performing a nice-but-not-quite-necessary function." (In "Redefining the Role of the Company Magazine," Dennis W. Jeffers and David N. Bateman, Public Relations Review, Summer 1980.)

Even though you may choose to retain the title of editor, the concept is the same. It is the attitude of the person performing the function that counts.

What are the attributes you might seek in a superb internal communication manager/editor?

Look for:

- * an attitude that the editor is an advocate for the employee as well as an advocate for management;
- * an attitude that employees have a need to know, a desire to know, and a right to know;
- * an already developed knowledge of how communication helps the organization reach its goals;
- * a willingness and ability to understand and translate institutional goals and priorities;

- * an ability to move freely among faculty, staff, students, and administrators with common respect and understanding;
- * an accomplished record of clear reporting and writing that is properly targeted to an audience;
- * an understanding that the manager/editor personally represents the internal communication goals of the institution; and
- * an ability to be a successful salesperson for the internal communication program.

Before you hire the manager/editor, determine the way in which he or she views the program (or publication). It will help to ask applicants how they will handle conflict situations. Here's a list of potential conflict situations you might use:

- * A highly-placed administrator insists that his/her lengthy and wordy statement on an issue be printed verbatim in your periodical. You think editing would save you valuable space--and increase the statement's impact on readers significantly. The administrator won't budge. What do you do?
- * Rumors are flying about a proposed policy that would affect employees at all levels. You've no problem getting off-the-record comments, but no one will say anything officially. You're concerned about the negative impact on staff morale. What do you do?
- * A member of the governing board complains about your handling of a controversial issue in which she is quite interested. The cause of the complaint is not accuracy but the fact that she is not quoted enough. You thought her comments irrelevant. What do you do?
- * A story is sent out on approval. You do not hear a response by deadline. You assume story is OK and print it. The administrator who was to approve it calls in fury when it is in print. What do you do?
- * The institution is involved in labor negotiations, and there is talk of a strike. You have bits and pieces of information, but you need an authoritative source to pull it all together. The chair of the bargaining committee for the institution says he doesn't want any coverage at all. What do you do?

- * The head of a major department in your institution says you don't print enough "good news" in your periodical. What do you do?
- * A story that you think should go first to the internal public ends up as a general news release to the media before you have a chance to tackle it. What do you do?

Once you've found the perfect (or near-perfect) manager/editor, you need to take steps to ensure his or her success. In order to protect your investment, you need to:

- * insist upon quick and easy access to top management;
- * allow the internal editor to attend news conferences, board meetings, and faculty meetings--as a reporter;
- * make top management understand that your editor's probing questions aren't "anti-administration" but are reiteration of the questions that many employees would ask if allowed the editor's access;
- * remind the news bureau that your manager/editor is also a media outlet and should be treated as such;
- * insist that news stories carried by the medium you produce make liberal use of direct quotes so that the medium is viewed accurately as a means of transmittal, not as the decision maker;
- * use your influence to back up the manager/editor when necessary.

Step 4: Keeping administrative support

What you build can be destroyed. Administrative support for a comprehensive internal communication program, or even support for a publication, can be lost through carelessness. Just as you spend time creating the program, you must spend time and effort reinforcing and strengthening it. Some questions you must regularly address are:

- * Is there a written procedure for implementing the written policy?
- * Are your policies and programs reviewed regularly for correctness and effectiveness? Is there periodic evaluation and measurement? Are you conducting regular readership and opinion surveys?
- * Is the staff still aware of its responsibilities? Does it still know who has responsibility for what?

- * Does the chief executive officer take an active part in the program?
- * Are employees given information about the background and philosophy of institutional operations? The way wages are determined?
- * Do employees understand better the problems of financing and decision making on your campus? (A commitment to surveying could help you prove this.)
- * Do you let your bosses know when you receive acclaim from persons outside the organization? Inside the organization? Remember to route these items; there is reflected glory for them, too.
- * Do you study and route information about other programs and other publications?

Lawrence Ragan, in his Ragan Report, once offered these justifications for a company publication. Use them.

- * The publication "defines" the organization. Seeing it, the reader recognizes that it reflects the organization of which the publication is a part. "When the publication is discontinued and nothing replaces it," says Ragan, "the reader is suddenly left without a focus for his perception of the larger group of which he is a part."
- * The publication explains the organization to the reader.
- * The publication provides one-way communication. Often, it only prints information that readers want, not two-way communication. Ragan notes, "When we call the telephone company's weather number, we merely want to know how hot it will be today."
- * The publication provides a bridge. "The perceptive editor," says Ragan, "supported by an awakened management, can use the publication to stimulate response from employee-readers."
- * The publication can explain change.
- * The publication can force change. Ragan reinforces for us the concept that "an aggressive editor will try to use his or her communication skills to help solve the organization's problems."
- * The publication can be seen as an employee benefit. Take it away and see what happens.

Step 5: Keeping audience support

Even though you may not use 60-point headlines touting Sex and Violence in your publications, posters, or movies, you still have to entice readers and audiences--and keep them coming back for more.

A readership study at the University of Missouri-Columbia revealed that faculty might even be willing to give up the columns of type devoted to citations of faculty speeches and publications for greater space for "forum" articles. Thus, just as readership surveys and regular evaluation can assist you in being accountable to the administration, so can they help you be accountable to your readers. Keep in mind that social change occurs--often more swiftly than we would like.

Some things to do:

- * Regularly study your audience for changes in characteristics and needs.
- * Provide the audience with insights into controversy.
- * Give them information they can get nowhere else.
- * Use the "tricks of the trade" (graphics, prizes, coupons) to entice.

Most importantly, continue to answer the question, "Are the employees' interests being considered?"

- * Does the employee receive recognition?
- * Does the employee gain a sense of community?
- * Does the employee feel as though he or she is making a substantial contribution to a worthwhile endeavor?
- * Is the employee being treated as an individual?
- * Have you an advisory council of employees to turn to for advice?
- * Have you monitored employee interests through already established councils of governance?

And, a final word...repeated thrice. PROMOTE, PROMOTE, PROMOTE. In our business, we know how to promote our commencements, our donor programs, our media programs, our special events. But we haven't applied such creativity to our internal communication programs.

A case in point. As reported in the pr reporter, Amtrak initiated a direct-dial news service (Newsbreak) to get information quickly to employees nationwide. When employees dial a special number, they hear a one-minute report of the latest Amtrak news. To launch the program, Amtrak conducted a two-week contest. The contest involved identifying 10 famous persons, each known for some quote or memorable utterance, all liberally rewritten to promote Newsbreak or Amtrak. Tapes were made of professional mimics reading the copy with appropriate sound effects and theme music in the background. Amtrak also widely circulated posters and wallet cards with the Newsbreak number. Those who identified the persons correctly received prizes, including a cordless telephone (to call Newsbreak from any location), an Amtrak watch, or a t-shirt. Newsbreak logged calls at 1300-1750 per day during the contest, with continuation calls averaging 900-100 per day.

What have you done lately to promote your internal program?

Chapter 3

THE INTERNAL COMMUNICATOR'S PROMINENT ROLE IN PR

by Louis Cartier
Director of Development Communication
University of Michigan

People who do internal communication for their college or university answer to many names. Journalist, editor, communication specialist, or manager are a few.

Each is descriptive. None is complete.

How about public relations person?

Internal communication may be the most basic of all public relations functions. Look at what editors and communication managers do for their campuses.

Who we are

We contribute a forum to discuss issues. We report and interpret changes that directly affect our constituents. We educate, stimulate, and motivate some very important people: our faculty and fellow staff members.

And we influence management decisions by helping our academic and administrative leaders to understand the attitudes, concerns, and questions of the the community we serve.

Public relations executive L.T. Moore of the University of Western Ontario knows how important those functions are to an organization. He also knows that, for effective public relations counsel to filter up through the institution, the senior communication officer also must be on the institution's senior management team.

The communicator must be respected not only as a writer or "processor," but as a policy adviser too. Certainly, if the editor does not enjoy this status within the institution, his or her boss should.

The integrity of the "product" is the reason.

For example, the editor who commands the respect of the administration and other readers alike will have a strong

case to present when planning to quote from "the other side" of a campus controversy. Labor contract negotiations, strikes, and tuition hikes are only a few manifestations of diverse campus life that will test the communicator's mettle in time.

Throughout higher education and the world of commerce, titles associated with public relations practice signify that the incumbent holds a position of trust--trust won in the rough-and-tumble arena where good ideas must hold up to critical examination.

Editors, news bureau writers, annual fund officers, and alumni relations programmers alike must be prepared to defend their proposals and their drafts forcefully and enthusiastically. A faculty member does that every time he or she writes a scholarly manuscript or research proposal, applies for a fellowship, revises a lecture, or appears before a tenure review committee.

It's no different on a campus or in a corporate boardroom. Top management respects men and women who speak up for themselves--and who demonstrate what they can do for an institution.

In sum, the professional communicator helps the organization breathe. The communicator brings important ideas, plans, policies, and decisions out into the open where they can be understood, acted upon, or challenged.

It's an important job, a big job. It is public relations at its best.

Undeniably rooted in press agency and advertising, the phrase "public relations" offends many who consider themselves internal communication specialists. Quite often, their disdain is a carry-over from college journalism and subsequent news media training.

My experience reveals such bias to be unwarranted. I submit that the person who regards himself or herself as a public relations professional first (editor or communication manager second) is inestimably more valuable to the institution than one who transposes the two descriptors.

The first attitude, I submit, can lead not only to career growth but to a greater sense of personal satisfaction as well.

Does this perspective devalue the periodical as the bedrock of a successful internal communication program? Does it represent internal communication as less important, say, than alumni relations, student recruitment, or major gift prospecting?

Not at all.

Yet, I do believe one of the most effective things an editor does is to think beyond the periodical. The idea is to extract maximum value from a unique listening post.

If one is capable, willing, and recognized, the discerning editor can be a powerful force to improve employee relations. The editor can improve the cogency, clarity, and appropriateness of institutional messages in many forms. Why should talent and judgment be confined to a weekly newsletter or monthly magazine? Surely, faculty handbooks and staff benefit brochures would benefit from the practiced eye of one who covers the "personnel beat."

Some veteran communicators are even asked to write speeches for the president, to help the institution respond to external audiences as well.

Student recruitment brochures, the alumni magazine, or a slide show for major gift prospects may not be every internal editor's cup of tea, but for those who find such opportunities appealing, there are few better places to begin than internal communication.

Providing the insider's perspective

The unique aspect that distinguishes internal communication from other public relations activities is the concept of "insider." Information and ideas are shared by parties whose welfare is interdependent, whose values overlap. Like a boss and an employee.

Repeated studies have shown that most employees prefer to get their information about the organization from their superior. In practice, it doesn't happen that way very often. Most employees do not obtain most of their information about the organization from the boss. They hear it from friends...from the grapevine (not always inaccurately)...the local media...a memo from someone else. And from our publications.

It is important for us to backstop and supplement the boss, not replace him or her as communicator. The chair of the history department or the supervisor of the grounds crew may not have the right connections to get the word accurately, completely, reliably, and quickly. The supervisor may be a poor communicator or too shy to see that people who report to him or her feel inadequately informed about their work environment, not to mention their long-term prospects in the organization. Or the supervisor may simply be too busy to give the staff the time they need.

Is it any wonder that many colleges and universities--trailing industry a bit--invest in management training programs?

"A bigger publication seldom is the best solution," notes Harry Ernst, director of public affairs of West Virginia University. "Training programs aimed at helping key managers...become better communicators probably will contribute more to improving internal communications...than will publications."

Any conflict here? Not necessarily. The internal communicator would be foolish to undervalue face-to-face contact between staff members and managers. It's not an either/or situation, rather it is "along with."

A series of communication seminars for supervisors was one of three initiatives Clemson University took after reviewing its internal communication program toward the end of the 1970s. The others, according to editor Jack McKenzie, were (1) an orientation program for clerical, technical, and physical plant employees and (2) a new news and features tabloid for faculty and staff.

Shippensburg State College took similar steps to undercut a nettlesome attitude problem in the late 1970s. Much of the college community was unaware or confused about specific budget-cutting measures and plans, recalls Ray E. Burd, Jr., assistant director of public relations and publications. He subsequently wrote a multi-dimensional "internal relations" program. It incorporated certain specific written objectives for the faculty/staff newsletter, fact:. But those objectives closely correlated with a series of other recommendations to improve management/employee relations.

For example, Shippensburg managers were to be encouraged to meet more frequently with their employees, and to participate in formal information exchange sessions with them. A 24-hour telephone hotline that records messages from the caller as well as conveys information was to be installed. A program to recognize employees with money-saving operating suggestions was another concept to stem the "us and them" attitude.

Regular print communication was not overlooked at either Clemson or Shippensburg State. In fact, it may be regarded as the common denominator, transcending individual boss/employee relationships. But the periodical has evolved in the context of an overall communication plan.

Image building from the inside out

It is not difficult to see why many public relations practitioners regard their employees as the institution's most important public. Within higher education, the faculty's stature among peers and its esteem among revenue suppliers (state legislatures, parents, and private contributors) directly affects the institution's well-being. To a lesser extent, the same holds true for the support staff and the students.

How do internal communicators help? By helping shape the best environment in which to work and study. Trusted, reliable, timely, effective communication can inspire pride and confidence in the institution. The logic is that informed consent, or at least understanding, among the internal public can help the institution inform, educate, or persuade an external public.

Some examples may help.

- * You're writing a promotional piece to prospective students. To what extent is your appeal undermined by cracks and asides from friends who attend or have attended your institution?
- * It's time for an annual fund message to parents and alumni. Will it be at odds with the perceptions drawn from their exposure to staff responsible for housing, admissions, financial aid, athletics, or gift receiving?
- * Part of your job is to help build awareness and appreciation of your institution's contributions to the state, particularly among the legislature and business community. Does the faculty reinforce or contradict your message with those they encounter on research projects and in continuing education settings across the state? Worse, do they plead ignorance when a legislator, business person, or alumnus asks them about the college's position on this or that?

The professional internal communicator can't make a silk purse out of a sow's ear, but he or she can educate and inform faculty and staff members, can make them more knowledgeable and reliable public relations ambassadors. Once the communicator learns to see the faculty-staff newsletter not as the end product of his or her 40-hour week but as one tool the institution employs to achieve a desired result, he or she is on the way to a richer professional life.

What do readers want?

Our faculty, students, and employees will give us every chance to fill them in if they believe we are being straight with them. They will read our weekly newspapers and monthly tabloids if we give them what they want...and need:

- * An up-to-date road map. Surveys show that employees want to know where their employer is headed over the long run. To use a model from industry (where most of the research has taken place), they want to know how the business stacks up against the competition. "What kind of a future can I expect if I leave my wagon hooked up to this star?"
- * Personal recognition. Research also confirms that employees want respect and recognition from their employer. How do individual jobs fit into the overall college or university mission? How does the promotion and transfer policy work? What commitment has the institution made to affirmative action? What opportunities exist for training or going back to school part time? What are my staff benefits (in plain terms, with examples and quotable anecdotes)?
- * Job-related, useful information. They may not come right out and say it, but readers count on us to educate them about how things work in their place of employment. As editors, we have the expert sources, the reporting skills to dig out facts and opinions about such important and often complex topics as the budget process--the hows and whys of setting salaries and parceling out money within the institution. If we won't plow this ground, who will?
- * A chance to give feedback. Communication, after all, is incomplete without a receiver. This implies an obligation on the part of the sender to know whether the message has been received and understood. Without such assurance, decisions based solely on the intent of the top-down message will be hopeful at best. Letters to the editor, question and answer columns, and guest editorials are proven effective "house organ" features. The form is not critical; the willingness to respond to your constituents is.
- * Timely notices. The flow of memos and notices in an organization can become unwieldy, if not impossible. Many universities use their faculty/staff newspaper to reduce the flow of interoffice memos. Franklin and Marshall College, for example, sells cars, rents houses for faculty on leave, and helps place students in community jobs through weekly listings in the

internal publication. Job vacancy postings and research grant deadlines also show up increasingly in higher education periodicals.

- * Action! People require two responses from a communication system, sociologist Daniel Yankelovich wrote in the Harvard Business Review in 1972. "They need information, so they can understand what is going on and why; and they need action on things that trouble them." The internal communication program can help, with the editor or manager serving as an informed, sensitive liaison.

Sharpening your skills

Considering these broad areas of interest as a first cut, how do successful editors decide what to put in their publication...or even whether to do one at all?

They begin by learning all they can about the college or university: its history, organizational structure, and method of making decisions. They also keep up with the literature, i.e. professional journals such as CURRENTS and various communicators' newsletters. Periodicals your faculty, staff, and administration read--such as The Chronicle of Higher Education, The New York Times, and the respected weekly magazines--are not to be overlooked.

Why not ask the veterans yourself? I don't recommend bidding to attend every workshop, seminar, or regional and national conference that appears relevant. But selective and judicious work-related travel is extremely broadening. And it shows the boss that you're serious. Letters to peers across the country can be productive; most editors and managers are willing to exchange publications.

Ann E. Shanahan, director of public relations at Smith College, surveyed her colleagues at Amherst, Colgate, Connecticut, Goucher, Hampshire, Mount Holyoke, Pomona, Skidmore, and Williams colleges in 1982 to learn how they handled internal communication generally and communication in emergency situations specifically.

"Williams was the only college to report that it has a formal disaster plan that includes a subplan governing the control of public information during a disaster," Shanahan wrote. "I think it is to be commended for having such a plan in place."

The same goes for Shanahan, whose resourcefulness may yield applications at Smith.

Surveying your readers

One school of thought says an editor should not ask readers what they want to see in a publication. It's the editor's job--not the readers'--to program content to meet communication needs or solve problems. While I do not scoff at the notion, I do appreciate the benefit of checking in regularly with one's clientele to determine audience satisfaction. It is important to expose one's prejudices (and blind spots) to scrutiny.

In the main, successful internal communication programs at such industrial pioneers as IBM and Xerox were built on a foundation of demonstrated, proven effectiveness. No other function expects corporate approval out of blind faith. Why should a chief executive officer accept that stance from the communication manager?

Pure anecdotal data is not enough.

Ohio State University, for example, has sampled faculty readers of OSU on Campus every two years since 1977. The survey asks for views on content mix, writing style, fairness, and accuracy, among other topics. Editor Stephen A. Sterrett says he confidently plans the weekly tabloid's heavy concentration on faculty research and university/state budget stories. He can prove that his faculty want to read that sort of information.

Editors need not reserve audience research solely for monumental decisions, such as whether to stop publishing entirely, or to change from a monthly magazine to a weekly newsletter. Often a survey will clarify an issue or identify a problem that no one quite has been able to verbalize.

In 1981, for example, communication staff of Portland State University undertook a readership survey in cooperation with the Office of Institutional Research. News and Information Director Clarence Hein had proposed to modify the format (four-page tabloid) and the frequency (32 issues per year) of the Bulletin, but the survey did not provide compelling reason. What communicators did discover, however, was that Portland State's support staff and other nonfaculty personnel required more coverage.

"Since then," Hein notes, "we have run a series of feature articles on various university services such as the business office, payroll, mail services, and physical plant and on individual employees." Hein believes the survey has helped his unit do a better job of reinforcing the sense of community at the university, one of its expressed public relations goals.

Providing a line to management

Sociologist Yankelovich notes that the internal communication editor or manager is in an excellent position to direct management's attention to issues that are important to employees. He goes on to suggest a model by which the editor may derive timely, accurate intelligence: a feature column in the employee newspaper through which staff members can ask questions or express comment.

While Yankelovich's model is from industry, the principle applies to higher education.

"The aggressive veteran employee, for example, may have no difficulty approaching the plant manager directly and thus needs no other system than a truly open door," says Yankelovich. "But the newer, more diffident person whose complaint may be just as galling to him needs a more indirect way of feeding it into the system."

The effectiveness for upward communication vehicles such as IBM's ever-durable Speak Up program or Northwestern University's "Direct Line" feature, depends directly on the backing of top management.

University of North Carolina at Chapel Hill's Ted Bonus, who managed a similar program for the Xerox Corporation in the mid-1960s, explains that the system is relatively simple.

Preprinted forms are distributed in convenient locations around the campus or company. Staff members send their comments or questions to a central source, generally the internal communications office, which pursues responses from the most appropriate individuals in the organization. The editor has latitude to answer the question or take it as far up the ladder as necessary, even to the dean or president if appropriate.

Comments or questions must be signed, but the editor need be the only one to know the individual's name. Every comment is answered personally. Issues raised that would interest or benefit the larger audience are treated in the internal publication. Candor is essential.

"You can't duck the tough questions," Bonus insists. "No matter how off-base the premise may appear, no matter how naive, over-arching, or repetitive the comments become, the editor must persevere. No comment or question fails to relate some useful insight, some bit of information from which the organization can learn," he continues. "Along with demonstrating the organization's ability to respond to the individual staff member with sincerity and respect, this is what upward communication is all about."

Put your goals in writing

Goal setting is a tough but necessary step along the way to establishing and producing a top-notch periodical of internal communication. Setting measurable goals for yourself and then evaluating the progress are hallmarks of a sophisticated program; this process can be one of the most satisfying achievements you will have as editor or manager.

"Written statements force the issue of institutional philosophy and priorities, and give meaning and direction to program activities," explains Harvey Jacobson, interim director of health sciences relations at the University of Michigan and former assistant to the vice president for development and university relations.

"Programs are made up of people, and to accomplish something, people have to know where they are headed," he says. "They need to know how they relate to the larger organization."

The internal communication program--indeed the public relations program--is not different from any other delivery system on campus.

In December of 1979, Chris Redmond, editor of the University of Waterloo Gazette in Ontario, devoted a full page to an internal periodical policy statement. It had been drafted by the editor, endorsed by his sponsoring department, and approved by the university president.

The policy clearly established Redmond's relationship to the organization. Its full disclosure in the periodical gives faculty and staff a basis to evaluate editorial material, week in and week out.

Among The Gazette's nine written goals are three that lend focus and direction to the overall labor:

To make the goals, directions, and problems of the university generally understood, so that informed support for them or constructive dissent is possible.

To help readers to live their lives more pleasantly...to promote good citizenship, conservation, sexual and racial tolerance, health and fitness, and respect for others.

To put the unfolding history of the university on record.

These and additional written goals, according to published Gazette policy, are to be carried out in a "fair and unbiased" way. Homing in on a usable expression of

editorial policy, Redmond told his readers that, "The publication should not be, or appear to be, the tool of particular individuals or groups, including the president or 'the administration' of the university...."

Maintaining editorial autonomy

Similar efforts to separate the interest of the administration from the interest of the internal periodical pop up often. Take Western Ontario's Western News, for example. "While it was funded by the administration and its personnel were university employees, its editorial policy and directions were not to be dictated by the administration. Not even the president," notes Public Relations Director L.T. Moore.

This written policy, understood and enthusiastically endorsed by top management, was necessary, according to Moore, for the Western News to gain credibility. "An informed community can make better and more rational decisions," he adds.

"Editorial freedom" also tops the list of organizing principles for the Stanford University news bureau, which is responsible for the 24-to-32 page weekly tabloid, Campus Report, and the broadsheet newspaper Observer, designed for the media and other external constituencies eight times a year. Director Bob Beyers has insisted on "loyalty to journalistic standards" as a hallmark of internal and external communication.

It has helped, of course, to have that view extend up the chain of command.

Association of American Universities President Robert M. Rosenzweig who was formerly Stanford's vice president for public affairs, expresses the basic rationale for the university's famous candor in media relations. His words offer a practical nugget that I believe reasonably applies to internal communication as well:

"Every time an unflattering incident is discovered by the media or government rather than reported by the institution in which it happened, it invites the suspicion that 10 or 100 more like it remain undiscovered.

"...No matter how painful it may be to report a sin or an error, it is manyfold more painful to have someone else discover it and then be required to explain both why it happened and why it was covered up," Rosenzweig says.

Stanford's public relations policy is based on the conviction that "good reports" about the university will be believed only if "all reports" can be believed. "It means,

too," adds Rosenzweig, "that reporting about the institution should be done by competent professionals, who are given a good deal of reportorial discretion, and are supported in their judgment by the institution's top officers."

That support can be earned in many ways.

The University of Michigan conducted a three-year survey of 80 college and university internal communication programs. (The results are reported in this handbook's appendix.) Our survey turned up a number of periodicals, including the University of Colorado's tabloid, Silver and Gold Record, and the University of California system's newsletter, Notice, in which editorial control rests with the university's faculty governance hierarchy. In both cases, the editor, while paid from university funds, is selected by the faculty.

"Our goal is to promote the welfare of the University of Colorado," observes Silver and Gold Record Editor Michael Parnell. "We believe this can best be done by full and complete disclosure of information and by the widest possible discussion of issues of interest on campus. A faculty and staff editorial board meets regularly to establish policy. The board's primary authority derives from its power to hire and fire the editor."

Should you clear your stories?

At Stanford, Michigan, Western Ontario, and many other universities, internal communication professionals have jealously guarded their prerogative not to clear every story with the source. It's as much for practical as philosophical reasons.

When responsibility for the faculty-staff periodical shifted from the chancellor to the vice-chancellor for university relations in 1980, the University of North Carolina at Chapel Hill Gazette underwent a major change in philosophy as well as format.

The old newsletter format was 8 1/2" X 11" sheets. Many administrators (if not faculty) drilled them with a three-hole punch and kept their copies in binders. It was the simplest way of keeping track of "administrative memoranda" that were the mainstay of the old Gazette, Editor Margaret Plumb Balcom notes.

The university community regarded the newsletter primarily as a "publication of official record," a role Balcom and her boss, Ted Bonus, have no desire to challenge. In the new format, a newspaper-like tabloid, the Gazette still provides the university community "with the facts and information," though not necessarily the full minutes of faculty and governing board meetings, as it once did. More

apparent now is the addition of "background information each member of the university family needs to evaluate what's happening."

The communication staff has begun to report regularly and more comprehensively on meetings of the trustees and faculty council, to examine the impact of recession-driven budget cuts and other campus-wide policy decisions, and to systematically explain the role of various departments to promote "a greater understanding of how the total university works."

All copy is written or edited by the editor and does not require approval by the administration, Balcom notes. "The editor at her discretion will check articles with the main source. Ideas for editorial content always are welcome but the editor has final authority."

It has to be that way, not just in Chapel Hill, but anywhere a lively, involved readership is desired.

Creating a sense of community

One familiar phrase asserts itself in examples of written communication policy or goals: "to build, enhance, support, or nurture a sense of community among our faculty and staff." At best, the words appear trite and lightweight, at worst, shopworn and naive. Yet I consider organizational communication rooted in this concept. A unified community is a base for moving forward.

In 1980, CASE recognized the University of Georgia as having the best institutional relations program of all entries submitted to its annual recognition program. A weekly tabloid, Columns, appears to be the mainstay of the program.

Yet Columns is richly supplemented by other periodicals and non-print materials. Communication managers, sensitive to their educational mission, help their "clients" be effective public relations partners by distributing guidelines for responding to media inquiries, a planning calendar that shows key events of the year, and other useful materials.

"Beyond merely sharing a president and payroll office, employees need to understand the university's mission and goals and their role in fulfilling them," reads a part of the written public relations policy.

Former University of Michigan President Alexander G. Ruthven stressed a similar message during one of the several

makeovers The University Record has undergone since its founding in 1981 as a quarterly newsletter of the faculty senate.

Citing "teamwork" as a necessary component of university life in 1949, the president said the internal periodical could help build it. "You have that only when the members of the team understand each other, the object of the game, and the reason behind each play."

How to package your message

The packaging of internal communication vehicles is an important decision for any organization, not just the large, state universities. Without careful coordination, the concept of audience-targeting--publishing different periodicals for different segments of the internal audience--can work against the sense of community most editors and managers wish to nurture.

Until 1980, for example, the University of Michigan's internal communication posture was to treat academic affairs, internal program and budget decisions, and external political developments that may bear on the institution in the Record, a weekly newspaper distributed primarily to faculty members, administrators, and students. Staff benefit information, personnel, and "nonacademic" policy matters were treated in the UM News, a separate, monthly, feature-oriented tabloid mailed to the homes of noninstructional staff.

In the main, economics dictated the move to a single periodical, the Record. But one of the main reasons we converted was to remove an unnecessary distinction between job families. We felt the two periodicals, which overlapped content as well as audience to a point, worked against the sense of community we had worked to sustain.

We did not wish to defend the apparent presumption that faculty were interested in academic performance and politics, but secretaries were not, or that the rising cost of parking permits did not concern all members of the university community.

In researching a 1977 CASE CURRENTS article, I found that while many institutions employed a combination of publications, most of those surveyed relied on a single periodical to serve all staff, faculty, and support personnel.

More recently, the survey reported in the Appendix shows that the vast majority of colleges and universities continue to rely on a single print vehicle to achieve their internal communication objectives. That is, they strive to balance the editorial content and circulate the periodical to all

faculty and staff members of the academic community (often including students and retirees).

Some market segmentation, however, is plainly valid. It is justified on the basis of "need to know" information. Supervisory and management personnel, for example, need to administer policies, personnel, and budgets. Therefore, a sophisticated internal communication program can design supplementary vehicles to inform, educate, train, and motivate managers.

Faculty members, technicians, and administrators who spend a great deal of their time on research need to know a whole range of information about grant opportunities, award deadlines, sponsor application procedures, and patterns of government and foundation support that are relatively meaningless to other members of the university community. Why not program a supplementary newsletter for them?

Reporting hard news

Audience segmentation is not at issue at the University of Minnesota. But Minnesota's dual-periodical system may offer some hope and inspiration to internal communication editors who feel too burdened, or inexperienced, to produce a weekly news periodical of substance.

At Minnesota, faculty and staff members rely on a quickly digested two-page weekly newsletter, brief, for news capsules and calendar information. Even "important" events such as policy decisions from the monthly meetings of the Board of Regents, are distilled. For perspective and analysis, members of the university community have a monthly periodical, Report.

The weekly vehicle is for highlights only. The monthly is for "trend" reporting. The system builds in the time necessary for good reporting and good writing.

Based on observations from the two most recent CASE Recognition Program juries on internal periodicals, the distinction may not be plain to many editors and managers in this field.

The University of Michigan was host for the 1982 judging, with an associate managing editor from one of Detroit's metropolitan daily newspapers and a top auto industry public relations executive among the jury panel. Judges said they were dismayed with what they regarded as a poor grasp of how to write and present "news" as distinct from "happenings."

Much of the field ignored coverage of such "real issues" as increasing competitive student and faculty recruitment

markets, the impact of budget cuts, or union organizing activity and collective bargaining.

Criticism for "soft" news coverage and a dearth of challenging editorial material is not unique to internal periodical editors. Coordinators in external tabloid and magazine categories have spotted similar inadequacies for years. It tends to make all the more dramatic the gulf between the very best in our field and the mediocre.

Not enough internal editors or managers apparently feel confident performing or supervising "process" or "trend" reporting in their periodicals.

In 1983, under the direction of Jim Leach, director of communications at Colgate University, the CASE panel found reason for encouragement in this area. While finding plenty of "flat writing" and "what appeared to be rehashed news releases," judges felt the winning entries were quite strong in handling "real issues."

As another CASE recognition coordinator wrote a couple of years earlier in another periodicals category, the best entries "addressed their readers as intelligent, well-educated people and weren't afraid of presenting challenging material."

More challenging material? Who would say nay? Given an editor with the necessary skills and judgment, and a written editorial policy endorsed at the top of the organization, being able to deliver the goods may become a question of adequate resources, i.e., time and personnel.

Staff adequately

My advice here is simple.

First, hire the best editor you can and let him or her run with the program. Unless this person has experience, knowledge, sensitivity, imagination, and a robust appetite for the job, the product has little chance to grow beyond ordinary.

Second, get the editor the help (people and equipment) he or she needs.

Across the entire field, institutions report as many as eight to 12 individuals assigned to internal communication. Yet the raw numbers are misleading. Most of us are spread too thinly.

For example, Boston College has produced an eight-page biweekly tabloid with 10 people. Their combined effort, however, equated to only 2.0 full-time equivalents (FTE).

Ferris State College produces a weekly six-page newsletter with four people, yet their combined effort amounts to less than 0.5 FTE.

Similar efficiency exists at the universities of Mississippi and North Dakota. Each produces a faculty-staff newsletter every week, 52 weeks a year, with the equivalent of one-half person (who apparently does not believe in vacations!).

Some of the best programs, i.e., Tulane, Boston University, Kentucky, Miami (FL), Rhode Island College, the University of Southern California, and the University of Toronto, augment relatively lean editorial staffs with several other people who add to the diversity and depth of the publication. And not appreciably to the budget.

At Boston University, for example, which lists 18 people as the production crew of its eight-page weekly tabloid, The World, "a few highly qualified students" augment the program by doing writing, photography, and illustration. On the full-time staff side, there are eight publicist-writers who contribute to The World but they cover their "beats" for an ongoing media relations and public relations program as well. Similar models are plentiful.

Participants at three CASE conferences on "Improving Internal Communications" in 1979 and 1981 reported wearing at least one additional hat from that of the editor's. The amount of time devoted to producing or managing the basic internal communication periodical on the average was less than 25 percent.

While not specifically validated during my survey of 80 colleges and universities, two out of every five colleges and universities staff the editorial production of their internal periodicals with less than one full-time equivalent position. Obviously, that leaves even the editor without a full-time commitment.

My advice to editors and managers is to comb the brush for people who can report and write for you: faculty members, journalism students, "stringers" who are employed in communication jobs elsewhere on campus, and free-lancers from the community. However, don't underestimate the time you need to spend with supplementary staff up front.

Free-lancers are cost-effective when the assignment is well-defined and clearly understood. Focus of assignment, size of manuscript desired, resource people, and deadlines--none of this ought to be left for either or both parties to assume.

If the editor does not have time to personally research the story, time to rewrite a free-lancer's copy may also be nonexistent. The solution: leave nothing to the imagination. Take twice as much time to explain the assignment as you feel is necessary.

Photography presents a similar challenge. The editor who can recognize, attract, and showcase quality photography to its maximum advantage also will spend hours giving artistic direction to photographers. The editor who can shoot truly quality pictures may be able to spare a sizeable chunk of the editorial budget for other uses.

For an investment of \$350 or so in a 35 mm single lens reflex camera, and another \$250 for complementary telephoto and wide-angle lenses, an editor may be able to recover the investment in a year or two. At \$25 an hour or \$250 a day (plus film and other expenses), the services of a professional photographer quickly will run up a bill equal to the cost of outfitting the editor with a camera ensemble.

Should you publish weekly or monthly?

News and information quickly lose their value; a responsible internal communication program, then, must provide for timely presentation. As a starting point, consider coming out once a week, even if you do no more than capsulize the major events and decisions of that period (remember the Minnesota model).

Weekly publication may be a serious commitment, particularly at the start, but recognize this: Weekly does not necessarily mean 52 times a year.

More than half the 80 institutions surveyed reported their frequency as "weekly" yet most of those actually come out only 32 to 42 times in a calendar year. The average was 38 a year.

Semester breaks and the year-end holidays are two legitimate opportunities for breaking up the production schedule. Some weekly periodicals fall off to twice a month or monthly through the summer. Along with providing some time for rejuvenating one's creativity, such periods can be used effectively to "bank" a store of articles and photo spreads for future use.

Alas, most editors I know are so exhausted from the weekly grind of the periodical and other responsibilities that, once the academic year ends in the spring, their best intentions to "get ahead" before Labor Day are frustrated.

Another variable to conserve resources is scope of the publication. There is no inherent virtue in publishing the same number of pages each issue.

For example, James Madison University alternates between four- and eight-page issues of its weekly tabloid, the James Madison News. Laval University in Quebec does the same thing, setting aside the resources to produce 24 pages during the heavy part of the year, then allowing its communications staff to catch its breath at other times with 16-page issues.

At the University of Michigan, The University Record most often is an eight-page weekly newspaper. Yet, we have added four- and eight-page increments when, in the judgment of the editor, the flow of news and our capacity to treat it sensitively warrants such expansion.

As a service function, internal communication programs must respond to the needs of the administration. Flexibility is demanded of us as editors/managers and as responsible public relations people.

Extra pages for speech reprints, full texts of major reports, and other supplemental material are not without extra cost, of course. When asked, the periodical manager must decide whether his budget can afford the extra space. If not, a responsible position at many colleges and universities is for the administrative or academic office asking for the material to provide reimbursement.

Adding revenue through subscriptions

Paid subscriptions may be an appropriate mechanism for editors and communication managers to keep their programs afloat in the face of rising costs and inadequate centrally provided budgets.

Some examples illustrate the potential. Stanford (\$10) and Princeton (\$9) universities sell, respectively 500 and 3,000 subscriptions to offset substantially their operating costs. At many other colleges and universities, including Harvard and the University of Michigan, subscriptions are sold on a yearly or academic term rate, to parents, former faculty and administrators, and members of the local community who find the faculty/staff newspaper an excellent means of keeping current.

Annual fees reported between 1981 and 1983 range from \$2 to \$15. Considering the cost of first-class and ever-increasing second-class mail, the higher end often is little more than enough to cover the cost of the subscription in the first place.

Advertising

Proportionately more Canadian universities sell advertising space than their U.S. neighbors. Advice on advertising policy and examples of rate cards, insertion orders, and related material may be obtained from most editors listed in the appendix whose periodicals accept advertising.

The dollars recouped need not be peanuts. Elizabeth Wilson, then director of information services at the University of Toronto, revealed in a CASE CURRENTS article in July/August 1983 that advertising revenue ranged between \$30,000 and \$40,000 a year, some four years after the program was introduced.

At the University of Michigan, one page of paid advertising covers the additional cost of expanding our basic eight-page newspaper to 12 pages. That is, advertising revenue helps deliver to readers a more complete editorial package.

The Toronto Bulletin, Grand Award winner in the internal periodical category of the CASE Recognition Program in 1983, and the U-M Record, recognized for Exceptional Achievement in the same year, turned to advertising for the most basic reason: to make money.

More accurately, it is to bring in enough supplemental income to offset the program cutbacks that would be necessary without it. The premise is that university general fund allocations have held relatively constant or have shrunk. The same institutional dollars simply do not buy the same quality of product.

Wilson and her staff look for advertising revenue to offset all the cost of the advertising program--including sales and management staffing, production, and marketing expenses--and "at least half the cost of printing the paper."

Paid supplements

Another potential revenue producer is the paid editorial supplement, most often single pages or four-page units inserted into the regular publication. By paying for the space, the sponsor of a supplement can be sure to reach the institution's "most important public" with information about its services, achievements, or needs, in a more comprehensive format than a quarter-page ad, and in a style that maintains continuity with the rest of the editorial message.

Production variables are infinite. The sponsor, perhaps the library or the personnel/staff benefits group, can supply

as much or as little of the finished product as the unit and the editor agree upon...for different prices.

That is, the sponsor can submit copy and artwork or can permit the internal editor to produce the manuscript through staff or paid free-lancers. The sponsor can oversee composition of the entire supplement and supply the internal communication editor with the camera-ready pages to be printed with the regular issue of the internal newspaper.

At Toronto, sponsors of inserts go one step further. They compose and print the insert, leaving the newspaper printer only to insert the supplement into the normal run.

At Michigan State University, units such as the Office of Research Development, the libraries, the extension service, and the graduate school are regular "clients" of the News Bulletin. They write the copy and allow the editor to supervise typesetting and layout. At Harvard, Gazette staff members work with administrative staff in several offices to produce copy for the monthly personnel insert, The Balloon, which updates staff members on personnel policy and benefit-related developments.

Space units less than a single page or a four-page insert also are potential revenue enhancers. Lists of job openings and research grant deadlines are examples of material created outside the editorial office for which a fee might be negotiated. Editors will want to consider this on a case-by-case basis.

Advantages accrue to both the sponsoring department and to the internal communication unit. A four-page tabloid supplement wrapped inside the standard eight-page weekly newspaper costs half what it would if published independently and distributed to the same mailing list. Through piggybacking on the existing operation, participating units share in the savings of bulk paper purchases, presstime, lower typesetting costs of a long-term composition contract, and a scheduled distribution plan. They also take advantage of the editor's expertise in polishing the final product.

There are numerous models for assessing and charging costs back to the sponsoring unit. At Michigan State, the creative expertise is not a separate charge to the sponsoring unit. At U-M, our "overhead" rate takes into account the editor's time, both for quality control of the copy, and for production management while the special section works its way through composition and printing.

Understand printing production

Many universities have begun to make significant savings in composition. They've learned to economize by "capturing keystrokes."

In the traditional scheme, three people keyboard the same material to prepare a manuscript for publication: (1) the reporter/editor types the original copy; (2) after it is edited or alterations added, a secretary types a clean copy; (3) the typesetter creates the galleys that will make up the final printed page. Word processing or computing equipment can eliminate the two re-keyboarding steps.

Editors have learned to write and edit on a word processor, then telecommunicate these keystrokes--often themselves adding the necessary format codes--to typesetting vendors who can output galleys without incurring the cost of re-keyboarding. Some compositors can work from eight-inch or four-inch flexible (floppy) disks, but telephone transmission generally is faster, cheaper, and more reliable.

Complex? Expensive? Not necessarily. A word processing "work station" can be as simple as a single stand-alone keyboard with cathode ray tube (CRT) display and a printer (for hard copy printouts in the office). A modem (MODulator/DEMODulator) permits the computers in your office to establish a telephone "conversation" with the computer at the composing house. A "black box" or some additional form of interface equipment is necessary at one or both ends of the transmission for the computers to understand each other.

Many schools may be able to negotiate cost-sharing for this capital investment with their composition vendors. Within the first year, users report cost savings of 20 to 50 percent. Receptiveness to word processing technology on the part of a vendor may help generate business for that vendor.

A few universities, Stanford and the State University of New York among them, maintain their own typesetting equipment. Not only do these editorial units save production costs on their internal newsletters, but they put themselves into position to offer savings to other university units that approach them for that service. At Stanford last year, income from composition "clients" enabled editor Pat Black to reduce her \$58,400 Campus Report production outlay by \$17,700.

Word processing has become so commonplace that there will be a tendency for the noneditorially trained client to bypass the publications editor and work with outside vendors exclusively.

The operator may begin to think that he or she knows enough to be his or her own editor and typesetter. To the extent the operator produces shabby design, garbled messages, and wasted space, the quality of the institution's print materials will suffer.

This is not a new revelation. It behooves editors and communication managers to stay abreast of the new technologies and the new skills. As Robert Topor, former assistant director of media services at Cornell University said in a June 1983 article in CASE CURRENTS, "Knowledge is always the most powerful defense against declining budgets and rising costs."

We are in-house consultants, after all. We are trusted to do a good job.

Conclusion

Walter Anderson, publisher of Editor's Newsletter, a weekly subscription letter for business communicators, lamented in a January 1980 column that employers "tend to hire inexperienced people to handle the extremely important job of internal communication....In no other profession are people hired to learn such an important function on the job."

For better or worse, I suspect that's the way it's been for most of us. How wide our circle of influence grows, how effective we become as public relations professionals depends on how much initiative we take.

The tools for learning the job are at hand, in CASE, in our peers around the country. Call us. Support and encouragement for doing the best you can abounds within your own faculty and staff colleagues. Go see them.

Chapter 4

WHY YOU SHOULD CONDUCT COMMUNICATION RESEARCH

By Robert M. Smith
Associate Dean
Wichita State University

Not too long ago a vice chancellor for academic affairs at another institution bluntly said to me: "The truth is that I don't really know what is happening at the faculty level and they don't know what we are doing. What I am told is filtered and adapted to what they think we want to hear. What they are told is sent in such a way that it is doubtful they receive it, let alone understand it. We have a serious communication problem." He was absolutely correct. He did have a communication problem, but one not unique to him or his institution.

This vice president also had an advantage over many of his colleagues. He recognized he had a communication problem and was willing to do something about it. Like most institutions, his had an office of skilled communication specialists who were responsible for campus communications. They publicized the major campus events. They wrote the weekly campus newsletter. They published tens of thousands of brochures and pamphlets about the campus people, departments, and facilities. Information was everywhere, yet communication was still a problem.

Flowing communication is necessary to an organization's effectiveness. Communication is a pervasive process that affects faculty and staff morale, the quality of planning and decision-making, and the manner by which leadership is exercised throughout the campus. Recognizing this valuable process, communicators should make every effort to ensure that communication in the organization is as effective as possible. The best way to gain that assurance is by systematically evaluating the communication system.

You can't rely on hunches

The vice president's problems, and those of many institutions, develop from false assumptions about the process and preferences of campus communication networks. At least three of these assumptions are:

- * If you send the message, it is received.

* What is happening in your immediate environment is what is happening everywhere else.

* Good campus communication is essentially a print medium.

How I learned that these three communication assumptions exist and more importantly, that they are wrong was by helping many organizations conduct careful comprehensive research. Too often, I've heard chief executive officers describe the communication climate in their organizations in emphatic, absolute terms based on information provided by a very small and closely knit group of advisors.

In one public educational institution, for example, I found that those advisors (a group of about 10 people) had a view of the communication climate that was significantly more positive than the view held by the faculty (a group of 370). Until the chief officer pursued a more comprehensive and representative review of communication throughout his organization, he was content to assume all was well. With research results in hand, however, he was able to act to resolve communication problems and improve information flow at all levels of his organization.

Establishing a research plan

Any research effort begins with a plan. What is it that you want to know? Who should you ask? How should you frame your questions? Begin your plan by answering each question in that order. Carefully think through your answers.

What you want to know can be an endless list. Certainly the categories to be covered include the following three basic communication dimensions.

1. Effectiveness of key communication sources (administrators, communication specialists, specific offices where communication is important). Is information from these sources timely, accurate, useful, adequate, clear? Is information from them excessive? Do they follow up communication to them?
2. Channels used for communication. Do people receive the key publications? Do they attend campus or department meetings? Do they listen to the campus radio or TV station? Where do people get their information? Where would they prefer to get their information? Most studies show that people prefer face-to-face meetings with their immediate supervisors as a source of information. Are people satisfied with each of the available channels for information?

3. Types of messages received. What information do people want? In virtually every study we have conducted, people want to receive more information about three topics. In order of preference, they are: pay and benefit packages; how their supervisors feel they are progressing in their jobs; and what decisions are being made in the central administration. What topics are of interest to your people?

The interpersonal characteristics of key communicators can also have a profound effect on communication throughout the campus. Therefore, do not overlook evaluating such factors as communicators' listening skills, openness, responsiveness, and trustworthiness. Obviously, these are sensitive issues. You must exercise great care in constructing interpersonal evaluations and be sure to notify those who will be the subjects of the questionnaire!

Once you have decided on the general questions to be asked, you then decide on the survey method to be used. How you gather answers to these questions is very important.

Approaches to conducting research

You can conduct communication research by using a variety of methodologies and formats and in as simple or complex a manner as you desire, with or without statistical complications (such as regression analyses). This chapter stresses comprehensive overall communication approaches rather than more narrowly prescribed methods that do not test the assumptions described earlier. The approaches suggested here are questionnaires, interviews, and network analyses.

Designing questionnaires

Questionnaires are the most common type of research tool because they are inexpensive, efficient, and provide a feeling of anonymity for respondents. They also let you obtain a great deal of information in a short amount of time and space. Questionnaires can be used to gather either qualitative or quantitative data. A good study will include questions that collect both types of data. (More on this later.)

The efficiency of questionnaires is an important advantage over other approaches. You can administer questionnaires of up to 200 items in groups or by mail to hundreds or thousands of people. This requires the involvement of a minimum number of researchers and takes up only an hour or less of the respondent's time.

The accuracy of the information you can obtain is generally good but depends on the written quality of the

questions. Vague or poorly worded questions produce unclear or confusing results. Different people interpret ambiguous questions differently, making analysis difficult and results misleading.

The problem of wording questions can be a serious one in an academic institution because the heterogeneous makeup of the campus ranges from people with Ph.D.s to the illiterate. You must take great care to write questions that collect information without regard to the education level of the respondents.

A related problem is designing questions that apply to widely varied groups. The questions that faculty find relevant will be very different from those relevant to staff. Even terminology will differ. Staff may be very comfortable with terms like "boss," "management," and "supervisor." Faculty will find those references annoying. They may not even be able to correctly identify who their "boss" is.

Consequently, it is always a good idea to test any questionnaire on group representatives before circulating it among the entire intended population.

Questionnaires to measure communication effectiveness should consist of multiple sections (averaging about 10-15 items per section) covering critical communication topics: sources of information; quality of information; channels used for communication; outcomes of communication with others; follow-up; sending and receiving messages; and communication characteristics of key communicators. Your plan will define the specific questions within each topic area.

You can use two types of questionnaires, depending on whether you are collecting quantitative or qualitative data. The quantitative questionnaire asks respondents to make choices from fixed scales for each item. (For example, "Information I receive from my department chairperson is timely [Select one choice]: 1=Hardly Ever, 2=Sometimes, 3=Usually, 4=Most of the Time, 5=Nearly Always".) Using scales allows for reliability testing of the questionnaire and lets you make comparative statements about different subgroups of respondents and about different questions. In this way, you can identify differences, similarities, and changes with some precision.

Quantitative communication questionnaires require careful planning since the respondent answers only the questions printed on the forms. There is no method for follow up or clarification. If the people constructing the questionnaire do not know the communication issues or do not have a sense of the communication process, then the information their questions elicit will not be valuable.

To ensure comprehensive coverage, researchers often include qualitative questionnaires along with the quantitative sections. These usually take the form of a few open-ended questions on separate sheets that leave plenty of blank space for people to write out their answers. The instructions for these questionnaires may include a statement such as: "While responding to the questionnaire, you may have wanted to elaborate on your answer or give an example of good or bad communication. Please provide such information in the space below."

One of the most successful open-ended questions is to ask people to provide personal examples of effective or ineffective communication they have experienced. The assortment of examples they provide will help identify important issues and perceptions about which you might never have thought. Be sure, however, to tell the respondent to label each example as either "effective" or "ineffective" because you will have a difficult time deciding which is which. Expect the ineffective examples to outnumber the effective examples two-to-one.

Qualitative questionnaires are more difficult to analyze because of the narrative format of the responses. However, they do provide rich examples of communication problems and the respondents' perceptions of key communicators. If you can struggle through the descriptions and use some form of content analysis, the qualitative questionnaire is very valuable.

Any questionnaire, whether qualitative or quantitative, must provide for data analysis by units, departments, or other demographic categories. Keep in mind that virtually every study has shown that people are most concerned about the communication at the unit closest to their work. Therefore, some questions have to ask for specific biographical information about the respondent. Common categories include: length of time employed by the organization; primary place of work within the organization; job classification; and gender. You have to present these questions very carefully to assure the respondent that the survey is anonymous and will be handled in professional ways. If any one factor can destroy the credibility of a study, it is the belief (whether true or not) by the respondents that the study is biased or that the response forms will be turned over to the respondents' boss.

Administering the questionnaire

Once the questionnaire is prepared the one major decision left is how to distribute it to the target population. Mail is the most common distribution method but it can present problems. For example, ensuring respondents' anonymity (and thus, the survey's credibility) means that

respondents will have no opportunity to encounter the people to whom they are divulging sensitive information. How do you win their trust? Respondents will have no opportunity to elaborate on or answer questions that might arise. Mail distribution also presents the potential for a poor response rate or a biased response rate.

Group sessions, where everyone comes to one of several scheduled sessions, can circumvent these problems. I have used this approach for internal communication studies and have averaged over 90 percent response rates. The major problem with this method, however, is scheduling sessions when everyone can attend. Thus, schedule at least three: a morning and afternoon session on one day, and a morning session on the following day. This compensates for absence, allows split coverage of offices, and catches people who just forget to come to the first day's session.

Conducting interviews

Interviews let you obtain complex information with relative ease. Respondents can develop their own answers and provide extra details and explanations instead of selecting from the forced-choices on a printed questionnaire. In addition, interviews afford you the opportunity for flexibility and follow-up questions. Many times a respondent will want to pursue a particular line of questions not previously considered in the research plan and you don't want to miss that opportunity.

While interviews offer the opportunity to collect good feedback, you should beware of three major problems:

1. Interviewing takes a lot of time. A typical interview might take an hour of the interviewer's time while that same person could conduct a questionnaire session for 100 people. In that hour, interviewed respondents might answer 15 questions while they could easily complete a 100-item questionnaire in the same time. Therefore, interviewing requires careful planning both for the questions to be asked (do you need detailed and extended answers?) and the people to be asked.
2. Credible information is often hard to collect when the interviewers are part of the organization they are evaluating. Who asks the questions is an equally important consideration. Respondents are very reluctant to talk about sensitive, confidential, or critical aspects of their communication environment with people who they believe have either a special interest in their response or who might not protect the confidentiality of their response. An even worse

problem would exist when respondents believe the problem is the person conducting the interview because that person is responsible for campus communication!

3. Finally, information that is representative is very hard to gather. You must take care in selecting those to be interviewed. Interviewers rarely even attempt to obtain a random sample because it is so difficult to get such a sample. Instead, interviewers try to select representative people within certain categories that are of interest to the research plan.

A problem related to the issue of credibility in face-to-face contact is avoiding bias. The interviewer is eager to gather information and that eagerness will show through nonverbal as well as subtle verbal signals. Your reactions to answers can inadvertently suggest acceptance or rejection of the answer and might alter future answers. That destroys the validity of the interview. Just as dangerous in the interview situation is the threat of the leading question-- the type that telegraphs a preferred answer. Almost any neutrally worded question can be delivered in a manner that suggests a preferred answer.

The solutions to these problems are varied. All require careful planning and selection of the formats and types of interviews. The typical formats are structured or nonstructured. The common types are individual and group. Individual interviews can be conducted either face-to-face or by telephone.

Developing an interview "guide"

The difference between structured and nonstructured interviews is more of degree than substance. All good interviews are based on some plan with clearly stated objectives. Therefore, developing some guide for the questions to be asked is a good idea.

Well-constructed interview guides serve a variety of purposes: (1) The guide ensures that you ask everyone the same basic questions. Comparisons between interviews is tough enough, but it's impossible if you don't use the same questions. (2) The guide helps keep the interview moving. Time loss is the biggest disadvantage to interviewing. Any system that helps save time is an improvement. (3) The guide helps keep the interview on track. Open-ended responses provide a lot of information that could potentially go in widely disparate directions. Although the opportunity to follow up and pursue new information is the primary advantage of the interview, you must exercise some discipline to ensure that you eventually cover all key topics.

A good guide will start with an opening statement about the purpose of the interview and how the information will be used. The first question should be somewhat general and non-threatening. If the interview starts positively and with a good question, then the rest is easy. As the interview progresses, the questions can become more penetrating and sensitive. This strategy helps establish the relationship between you and the respondent. Ultimately, the quality of the information you obtain will depend on the trust and confidence the respondent has in you. A good interviewer attempts to establish trust early and reinforce it throughout.

Interview questions are usually open-ended rather than direct. This encourages respondents to elaborate on their answers. Save simple questions that can be answered "yes" or "no" for questionnaires. Follow-up questions should be used to seek clarification and to pursue areas of importance to the topic at hand. Avoid digressions and those interesting but useless stories that serve only to waste time.

As with questionnaires, pre-testing is important to interviewing, particularly if you have never conducted research interviewing (which is not the same as journalistic interviewing). If at all possible, use trained research interviewers. Using carefully trained interviewers who are not associated with any aspect of the study is very desirable.

These suggestions apply to all the basic types of interview situations but particularly the private face-to-face settings. Some of the other situations do deserve special attention.

Telephone interviews are particularly good when the interview guide is short (about 15 minutes is all the telephone interview can run) or the interviewees are long distances from each other and scheduling is a problem. Personal and sensitive questions are more difficult to solicit by telephone and the number of people who refuse to be interviewed is higher for telephone interviews.

The group interview strategy is an attractive approach to getting information from several people at one time. The typical group will consist of six to eight people. I have conducted sessions with as many as 20 people in special cases but only by using a very competent facilitator and by videotaping the session.

The group interview can be extraordinarily valuable in collecting perceptions and reactions to situations. Group members will interact freely and with each other as well as the facilitator. This produces a great deal of valuable information. The disadvantages, however, relate directly to

these advantages. If one person dominates the group, the group suffers. If the facilitator does not keep the group moving, the plan suffers. You have much more difficulty controlling the dynamics of the group interview than the individual interview and certain categories of questions are not well suited to group sessions (that is, personal, sensitive, or critical questions). The potential gain is very good but the potential loss is also great since a poor encounter will be a memory the group has of you and your project. There is a risk! Therefore, careful planning, well constructed interview guides, and competent facilitators are musts in utilizing group interviews.

Doing network analyses

When I comprehensively investigate communication, I include an analysis of the repetitive patterns of interaction among the participants. These are the networks or structures in which communication flows on a daily basis both in the formal and informal systems.

These communication pathways are important indicators of the communication efficiency, inclusiveness, and capacity for information flow in the organization. The actual networks discovered by a careful analysis answer significant questions about the operation and effectiveness of the system. Since these communication networks rarely match the "official organizational chart," they have to be investigated using some research tool.

Two research tools are commonly used: a sociogram analysis and the Episodic Communication Channels in Organization (ECCO) analysis. The sociogram analysis seeks self-reported contacts people have with each other in an organization. Respondents are given a form listing everyone in the organization and are asked to select all of those with whom they regularly communicate. From these reports, researchers can identify communication roles within the organization by type and location; they can graphically chart the strengths and weaknesses of information flow through the contact networks; and they can analyze efficiency.

The typical roles a sociogram analysis identifies are: a communication isolate (someone who does not link into the communication network); a bridge (a group member who serves to connect his or her group to another group); a liaison (a person who connects two or more groups and is not a member of either); and a group member (a participating member of a group defined by the repetitive patterns of communication shared by the other members).

Analyses of the role relationships provide a very sophisticated tool for examining the way communication actually flows in the system.

The sociogram analysis has major advantages but also disadvantages. The most serious disadvantage is that the methods for examining the data are complicated and require computers and operators. A second problem is that the network is identified through a collection of perceptions that are not tested to see what information actually is in the presumed network. A third problem is that the data require identification of the individual respondent in order to identify where he or she is within the network. This tool does not allow confidentiality.

The ECCO analysis is a message-tracing device that follows the path of messages in the system. Created by Keith Davis in 1952, this method maps where communication flows within organizations. Instead of asking people to identify those with whom they communicate, the ECCO analysis asks questions about recently communicated messages.

The ECCO questionnaire method takes a sample message from somewhere in the organization and asks key questions about the message, such as: Were you aware of the message typed on the form? Where did you first hear of this message? When did you receive it? How did you receive it? Did you pass the information along to someone else? Who, if anyone did you tell this message to?

This approach portrays the dynamic characteristics of communication. ECCO analysis allows for the study of the actual flow of real messages in the system. For best results, the selected messages should be widely varied but likely to be transmitted within the organization. Researchers typically use seven to eight different messages.

Network studies are the most complex and sophisticated communication research tools available. That is also one of their biggest drawbacks: very few people can attempt this research. They are valuable in that they investigate the internal comprehensive patterns of interaction for everyone. They reinforce the comprehensive and inclusive nature of investigating communication. Network analyses require about an 85 percent participation rate.

If investigations of organizational communication are to have substance and make contributions to the improvement of internal communication, network analyses will have to be considered in spite of the difficulty in using them.

The importance of research

Communication research can also take many forms not mentioned here. High on anyone's list would be readership surveys for common publications. The CASE publication How to Survey Your Readers covers this subject thoroughly. Another book you should read before launching a communication

research project is Gerald Goldhaber's The ICA Communication Audit Reading, published in 1979 by the Kendall Hunt Publishing Company. Other methodologies are appropriate as well. This chapter was not intended to be an exhaustive list of research methods; it is intended to stimulate you to use research.

Anecdotal stories notwithstanding, the principal question is still whether these research efforts are worth the time and expense. In the over 20 studies I have conducted in the last few years, real change in activities, events, policies, and practices has occurred in every organization. In a systematic study of 16 organizations that had used similar communication research techniques, Keith Brooks, professor of communication at Ohio State University, and his associates found that "without reservation, the (studies) resulted in perceived favorable changes in communication effectiveness."

Problems are solved. Potential conflicts are addressed. Communication becomes more efficient, comprehensive, and understandable. And not least of all, those demonstrating an interest in improving communication are seen as more involved, credible, and acceptable to their constituents.

As part of the communication planning process, research is not an optional element. It is an essential part of Sharon Logsdon Yoder's prescription for an effective communication plan and it is one of Lou Cartier's tools for the competent public relations executive. Why wait any longer? Find out what is happening to your communication.

Part Two:

Practical Approaches

Chapter 5

WRITING FOR INTERNAL AUDIENCES

by Carol Reuss
Professor of Journalism
University of North Carolina at Chapel Hill

If your campus is anything like mine, you're cursed with two problems (at least). One, so much activity naturally flows among students, faculty, staff, and others that you might assume communication is taking place. Two, the quantity of interactions and paperwork is such that you might think everyone on campus is informed about matters of importance to them as individuals and to the organization itself.

Unfortunately, the combinations of activities and announcements, including publications from "official" sources, don't guarantee that communication is occurring. In fact, they may be dysfunctional and confuse rather than inform. They may diffuse the campus population rather than join persons in what is often called the academic "community."

Writing for internal audiences demands that you consider the attributes of various types of media--personal (for example, meetings and letters directed to specific persons) and impersonal (bulletin board notices, newsletters, reports, and the like). You as an internal communicator were probably not hired to handle all of the media or communication situations available on a campus but you--usually informally and unofficially--can be blamed if information isn't communicated or if the grapevine errs. So, given the time to create an all-encompassing program (or the tendency to dream of ideal worlds), you as a communicator should be thinking of possible ways to assist others, well beyond the duties on your job description.

Consider these points:

- * Are you helping supervisors get information of importance to their subordinates and are you helping them find ways to communicate?
- * Or, if these supervisors are already proficient communicators, have you recognized this and geared your own communications to mesh with theirs?

- * Are you planning ways to help top administrators reach more directly to the campus community?
- * Are you finding persons with expertise in developing small group meetings and working them into the campus communications program when and where appropriate?
- * Are you humbly recognizing that the publications you labor over are not at the top of the list in terms of campus interest?
- * More importantly, are you considering ways to use these publications to augment the methods that are more appealing to those many persons who make your campus work?

When occasions arise and suggestions are welcome, then you should assist others on campus and thus improve the campus's total communications. The communications task goes beyond the official communications department because of the nature of the work. Your job is to help everyone on campus be informed--and thus involved in making the institution the best it can be.

What to write for whom

Organizational communicators work with an audience that is a pyramid, with administrators at the top and broader and broader layers or levels of persons below. The top persons need very specific information to make decisions but because they are few in comparison with the people in the whole institution, top decision makers can reach one another rather easily, often rather informally. Working down the pyramid, more structured, more formal means of communication are needed. Sometimes these are publications written for specific segments of the institution--faculty only or staff only, for instance--and sometimes they are for everyone. When trying to reach large numbers, you have to build credibility to make the case for why your messages should be listened to or read. You have to make sure your publication's language is understood by persons of different backgrounds; you have to maintain interest and give information in every issue or people won't pick it up the next time you send one out. In other words, as an internal communicator you have to compete with untold numbers and types of distractions and offer information that is meaningful--week after week and issue after issue.

You and other writers and editors of internal communications on campuses, thus, face numerous challenges. First, you must select appropriate topics and media. Then you must write and edit with the different education levels of your readers in mind. Your publication must interest and inform both faculty members and support staff. Because

persons of varied talents and abilities keep a college or university alive, you must understand and communicate with diverse audiences--often with the same information and through the same media. (But did anyone ever promise you a rose garden?)

Writing with a purpose

Writing, regardless of the purpose, is like building a house. You first look at the cleared land--the paper or screen in front of you--and while perhaps envisioning the completed structure and the good times you'll have in it, you face the reality that it takes brick upon brick and board upon board to reach completion. You have to carefully choose ideas and information--expressed by words, phrases, sentences, and paragraphs and often augmented with illustrations--and then link them together to be meaningful to the audience or audiences. Organizational communication is purposeful. It's intended to move audiences to understand something or to do something. It is not enough to pour out words that fill space. Your writing must be interesting and informative to the intended audience.

If you keep in mind the audience or audiences you're trying to reach, organize your ideas, and select words that are appropriate and meaningful to your audiences, you have a chance of being understood. Then you will bask in the glory of success. (This translates into getting more assignments from your bosses and more story ideas than you ever knew existed from persons up and down the campus ladder!)

Whether your immediate task is copy for a bulletin board notice, the weekly newsletter, or the annual report, your writing has to have purpose--direction. Muddled thinking will usually result in muddled writing. So regardless of the mode you intend to use, clear your mind (even if you cannot clear your desk or work environment) and direct your attention to your specific audience and the specific information you wish to relay to the persons in that audience.

Work from an outline that lists the points you want to make and the subpoints you can use to explain them. Set the priorities in terms of how important the information is to the audience and the institution and how much interest the audience has in the information. A topic of wide concern--say an explanation of a change in health insurance--is almost automatically of interest to your audience. A tribute to staff members who have served the college or university for many years may not have that natural appeal. You either have to build appeal or not worry about how broadly the information is read. After all, the story can be successful if it helps maintain esprit de corps

among a segment of your audience and motivates that segment to continue to work effectively for the institution.

For years, organizational communicators have preached the gospel of "tell it to the insiders first." The principle is that employees should be the first to get information about working conditions. Often though, you cannot deliver decisions involving campus personnel to them before the news media spread the word. During a recession, for instance, the state legislature may freeze wages and salaries. The news will be generated during their deliberations and as soon as the vote is counted, the state news media tell everyone. You'll be scooped.

You cannot ignore the decision in your next newsletter using the excuse that "everybody already knows." This will cause you and your publication to lose credibility. You cannot afford to let your coworkers think that campus administrators and you, as editor of the newsletter, don't care about the wage and salary freeze. Cover it but give the story a local campus peg. Be direct and honest; don't become maudlin about what it means even if your president or chancellor is tempted to be so. Give accurate information as to how the freeze happened and what it means to the local campus. This will help to counteract the grapevine, which may carry a different version.

Writing with impact

As you write your stories, refer to your list of items to include and make sure your priorities are clear. Get the most important information out front, or else clearly and intentionally keep the punch for last, carefully building up to it paragraph by paragraph.

A few years ago I clipped a pair of articles from an industrial firm's company paper. The first was an announcement of the annual United Fund campaign. It didn't seem to invite contributions. (Names and numbers have been changed.)

The annual campaign on behalf of the United Fund begins today, October 1, and will continue through October 4.

Chairman of this year's campaign is...

The community-wide goal for this year's drive is \$200,000...

"Producto employees have always been a most important part of the success of the United Fund

drive, and I am sure that once again they will respond generously to help put the drive over the top," Jones said.

The story in the next issue reported that Producto employees contributed \$150,000 to the campaign! Hidden in the pair of stories is the fact that employees of this one firm contributed three-fourths of the United Fund's community total for the year. It's unlikely that this support was a surprise. Employees probably established a solid record of giving to the United Fund long ago. Recognition of this generosity, of employees' community involvement through their gifts to the United Fund, could have been built into both articles. The moral? Don't make a prosaic announcement when there is an opportunity to acknowledge something more significant--in this case recognition for continued support of a worthy community activity.

Sometimes the busy writer tries to combine too many elements in one paragraph, particularly the lead. In the following example, it appears that the writer is trying to acknowledge honored employees and a donor in the same breath. The result is confusing:

President Jones presented each honoree with a \$1,000 check at a luncheon attended by the prize donor, Lastin Muny, who also witnessed the first award ceremony last year.

Why not take one step at a time. If the publication is directed to employees, give them first attention. Then indicate the benefactor's attendance.

President Jones presented each honoree with a check for \$1,000.

Lastin Muny, who began funding the awards last year, was again present for this year's awards luncheon.

Agreed, good employees and good benefactors are equally important. But even the donor must feel the employee should take first place or he wouldn't have funded the award for two years in a row. Or if the donor doesn't feel that way, urge the president to let Muny present the checks and let his name lead the paragraph!

Liven up official announcements

Reports of official meetings can suffer from acute minute-itis. Again, look at the activity you're reporting, even if it is from the meeting's official minutes, and set your priorities. Write for the audience you're trying to reach. For instance, instead of this:

A resolution was called to honor Mary Smith, a board member for a number of years, who died recently.

Try this:

The Board established a memorial fund to honor the late Mary Smith, a member for 15 years.

You might dig deeper, in fact, and tell readers how the fund will be used.

Policy matters as well as minutes can play havoc with a writer's sense of organization and clarity. The following paragraph is from an article in a company publication about a new policy manual. (The name of the company has been changed.)

Acme's new attendance policy may represent the most greatly revised personnel policy in the new manual. The January issue of Acme News carried a full story on this policy, and the January payroll records also made employees aware of exactly how the policy affects them. (The number of hours of accrued absence time was listed, as was the number of vacation hours available.) Employees with further questions on attendance policy matters should consult the manual.

Looking beyond the superlative in the first sentence, assume that the article is a summary of what's in the new manual and that some of the policies included were announced earlier. It's fine to mention these points again, but do it briefly and clearly and get on with other information about the subject of this story---the manual. If the attendance policy needs to be reiterated and amplified (and often it is wise to reiterate and amplify important and potentially confusing matters), do it without packing the paragraph with clues as to where it was previously mentioned. For example:

Acme's new attendance policy is probably the biggest personnel policy revision in the new manual.

The attendance policy was described in the January issue of Acme News, and January individual payroll records listed the number of hours of absence time each employee had accrued and the number of vacation hours still available. The new manual explains these and other attendance policies.

Better yet, let the personnel chief explain these aspects of the new manual. Use quotations to indicate to readers the need for and reasoning behind the policies.

Many of the articles you write are short. Regardless of the length, effective use of quotations can make such articles come alive. Quotes also remove the possible onus of having the publications appear to be communications from the writer or editor to the readers.

Effective quotations can tell the reader more than the copy surrounding them. If the quotes are well selected and well placed in the story, they can amplify and add interest. They should be complete and be attributed to their sources and the sources should be as well chosen as the words themselves.

Avoid "orphan" or fragmented quotations in favor of full quotations. If you're tempted to use an orphan quote, make sure it's adequate and correctly used. For example, don't emulate this wire service story marking the death of a prominent person:

The White House was "saddened by the tragic" death of _____, an aide said Wednesday.

"Saddened by the tragic"? The quote is both unnecessary and incorrectly used. If that's all the reporter could remember of the aide's exact words, he or she should have used a paraphrase. There's nothing wrong with a writer's paraphrasing information as long as what is reported is an accurate rendering of the substance of what was said. Reporters and writers who listen well can write what they have heard. They're not obligated to put the words in quote marks and shouldn't if the phrase as quoted is incomplete. Another example that often makes the rounds of newswriting classes is this:

The man is "dead," said the police officer at the scene of the accident.

The person is dead whether the word is quoted or not. If the writer had been trying to inject a sense of surprise or grief or disbelief, perhaps he or she could have written:

"He's dead," said the weary police officer who had pulled the victim from the wreck and worked half an hour to revive him. (If indeed that was the true story.)

Attribution can be troublesome, especially when writers are working under pressure. It's safe to use the simple "he said" in attributing quotes, once the "he" is identified. It's wrong to attribute a quote to more than one person unless several persons uttered the phrase or sentence together. The following sentence illustrates the point. It would have been correct and effective without the quote marks:

"He's the best medical researcher in the department," say his peers.

Had they gathered to offer the tribute in unison, the quote marks would have been correct. In that case, though, perhaps a more complete description of the circumstances surrounding the occasion would have been appropriate.

The daily news media usually prefer the simple form of attribution for quotations: he said or she said or Smith said. They usually indicate in the article the circumstances of the "saying." They tell when, at least. Publications that do not come out daily and articles that are not dependent on time can allow for variations in attribution. Writers can use more descriptive verbs in the attributions and they can use present tense in an effort to add liveliness to their articles. In deciding if past or present tense is more appropriate, use this rule of thumb: If the quoted material is time-bound, that is, if it is definitely from the past, use past tense (he or she said). If the quoted material is uttered by someone who is alive and if the statement quoted is not time-bound, it's all right to use present tense (he or she says). "I come to work early to avoid traffic," he says. "That way I can park close to my building and enjoy a leisurely cup of coffee before the rush starts." Or: "The stadium seats 50,000," he says.

Had the writer set either of these quotes in a specific setting, such as a recent interview, the quotes would have been better in past tense, though.

Writing for clarity

A few years ago a list of descriptions of accidents made the rounds. They were supposedly from reports submitted to an insurance company. These sentences can serve to remind writers that few persons utter, let alone write, statements that are complete and clear and directly quotable "as is," so perfect your ability to paraphrase.

The accident occurred when I was attempting to bring my car out of a skid by steering it into the other vehicle.

To avoid hitting the bumper of the car in front, I struck the pedestrian.

I saw the slow-moving, sad-faced, old gentleman as he bounded off the hood of my car.

I was unable to stop in time, and my car crashed into the other vehicle. The driver and passengers then left immediately for a vacation with injuries.

These sentences are a grammarian's delight but a writer's nightmare--unless the writer is willing to reconstruct the story from the apparent meanings hidden within them.

Even a college president, who undoubtedly knows better, can speak in confusing, incomplete, run-on sentences. But there's no need for the internal communicator to share such gems word for word if the goal of the article in question is to inform the audience he or she is serving. Now, if you're trying to prove the president's language inadequacy, that's another story.

Pronouns can be as troublesome to old-timers as they are to youngsters making their first attempts at communicating in English. This example from a first-person account of a trip illustrates one of the common grammatical problems:

Another 150 miles by snowmobile takes Tom and myself to our destination....

It's Tom and me. Myself is a commonly used dodge--which translates into "error." There's no excuse for a professional writer making such a mistake. There's a problem, though, when the professional wants to quote someone who uses pronouns (or any other constructions) incorrectly.

Diplomacy can help the writer and the editor and give readers correct sentences. If there's an opportunity to work with the person involved, diplomatically indicate what the correct construction is and suggest that the copy be amended. If the person normally uses correct grammar, just make the change and forget it. If the sentence was spoken at a public gathering or is from a document that has to be quoted directly, paraphrase the material. If the quote was spoken by someone who doesn't usually use 100 percent correct grammar and wouldn't know the difference anyhow, flip a coin to decide whether to change it or paraphrase it--but know what you are doing and why. Editors sometimes publish incorrect grammar in quotations if the person being quoted uses it regularly. Paraphrasing, however, can save the source from being ridiculed by more knowledgeable readers.

If you're weak on the intricacies of grammar--or spelling--find someone to edit your copy. Colleges and universities cannot afford to pay writers and editors to make mistakes.

Writing with grace

To this point, the discussion has been directed to utilitarian copy--writing to inform, to explain, to tell. Such writing is direct, terse, precise, and simple. Some writers treasure the occasions when they are called upon to

do more than inform, when they are asked to write copy to inspire others. Such copy permits the writers to graciously and generously link words in embellished phrases that become, for instance, memorable acknowledgements of persons or activities that merit recognition. Terseness can be replaced by words chosen to amplify deeds done well, for example, or to invite participation in some special program or activity. Here the writer can indulge in crafting copy that can be as long as is appropriate to the persons or events at hand.

When these occasions arise, the preliminaries are the same as for sharp news copy--adequate information and understanding of the situation. But the words can spill and the sentences swell. Yes, fine writing does have a place in academe. If you like to write and write and write, relish the occasions.

Practice makes perfect

Most of us do not spend all of our time writing. Thus, we are apt to turn to our typewriters as needed, often squeezing writing assignments between planning sessions, editing, layout, and a host of other activities. When words come slowly and we wind up at deadline reworking copy, and after deadline worrying about how our audiences will react to the messages we're delivering, we get frustrated. Some worry and frustration is healthy, though. Murphy's Law operates at all times, regardless of our care: If anything can be misunderstood it will be misunderstood.

Too often writers don't practice their craft regularly and conscientiously. As a result they lose fluidity in writing. They no longer easily write copy that is easy for others to read, heed, and even enjoy. Mary Benedict, who teaches journalism at Indiana University, challenges writers this way: She tells them the story of a golfer's efforts to polish and improve his game. "To shave strokes from his game," she says, "he hits buckets of golf balls at the driving range. He practices chip shots and putts at the practice green. Over and over, he strokes golf balls toward the cup, practicing until his mind and body react together and his swing gains power and accuracy." This is an appropriate lesson to writers who want to be effective communicators. Practice, practice, practice.

Practice aimed at increasing your proficiency in communicating with internal audiences doesn't mean you can sit in your own office and create miles of sentences and stacks of paper for your own edification. You have to project your ideas--your copy--to your audience or audiences. To do this, you must first realize how you can reach them and then craft the copy to reach them appropriately and interestingly.

You also have to find out ways to cross over to other areas of responsibility on your campus. You must work to help others polish messages and improve the use of the many means of communication available to them. And, you have to plan, to work ahead of crises, to communicate with purpose.

All this can result in your helping develop a sense of community through communication. If none existed before, you will be blazing trails. If you are continuing work started by others, rejoice that you have the blueprints for what you are called upon to help build. Then direct word upon word, brick upon brick, to build something that is valuable to your institution and all the persons in it.

Overcoming problems

Common deficiencies

Poor organization

Complex, long sentences

Failure to come to the point

Technical, institutional language

Too much detail

Missing facts

Long words

Possible solutions

Outline

Break them up

First, tell the score

"Think (and write) plain"

Trim--be willing to sacrifice your prose

Dig and ask; don't assume the reader will fill in the missing with correct facts

Simplify, cut, clarify

Write before deadline and refine while you have the time.

Start at the beginning

1. What do I want to say?
2. To whom do I want to say it?

3. How should I say it?

The first question implies there is purpose and you have the raw materials or will seek them. You may need to research the subject and conduct interviews to fill in the data you need.

The second implies you know your audience and can relate to it.

The third implies you have considered the medium or media available to you; you have considered formats; you have considered the alternatives available to you in terms of message, audience, and media possibilities.

All three ask the final question: Is the combination appropriate to the message, the audience, the medium or media? Finally, is it appropriate to the institution?

Chapter 6

THE CRAFT OF EDITING AN INTERNAL PUBLICATION

by Roz Hiebert
Director of Public Information
University of Maryland

Charles M. Schulz, the creator of the comic strip Peanuts, once said, "Drawing a daily comic strip is not unlike having an English theme hanging over your head every day for the rest of your life."

Schulz's comment is not much different from the attitude some university editors hold. But the results may differ considerably.

Millions give Schulz an A+ for his efforts. But all too often, a university newsletter may read like a compendium of mediocre English themes full of trivial information.

Producing a quality publication--one with a purpose, a personality, and distinctive flair--doesn't take the genius of a Schulz. What it takes is a good deal of planning, rapport with your staff, a soupcon of imagination, and the four Cs--creativity, confidence, credibility, and clout.

How do you start?

You've got to set goals

This may sound like a semi-academic song title. But if you don't set goals, you may soon be singing your swan song as an editor.

Recently, I looked at a healthy sample of the myriad publications universities and colleges are printing today. These publications were winners of CASE Recognition Awards as well as some I've picked up at CASE conferences over the years. I arrived at one quick conclusion: Whether producing 8 1/2" X 11" one-color newsletters or expensive four-color tabloids, the good editors are indeed setting goals.

They are establishing specific goals for improving internal communication within their varied institutions, and they are addressing these goals in their newsletters and tabloids.

These publications are thought out. They are well-designed and easy to read. They are organized for content. They present an interesting and informative mix of stories that accomplish the job of addressing specific goals for a particular institution.

What are some of the possible goals editors identify as important to internal communication? They vary, of course, depending on institutional size, needs, problems, strengths, and weaknesses, but a good deal of consensus exists.

First you must define your target audience--faculty, staff, or student, or a combination of these three. Then, with your readership clearly in mind, plan, write, and edit your publication with each section and every story aimed at accomplishing a clearly identified goal.

Choose the goals that meet your needs

One award-winning university editor says the goals of his institution's tabloid are to inform, educate, advocate, mediate, and economize.

Another says that her goals are to stimulate thought, to delight, to develop understanding, to provoke involvement, and to help untangle complex issues.

Here are eight goals that many editors say are important to their internal communication program. Keep in mind that these goals do not meet the needs of every institution. As a creative editor, you must tailor your goals to reflect the precise communication objectives of your institution.

1. To report news and information accurately, rapidly, concisely, and comprehensively.

In his chapter on "What is news?" in Communication is Power: Unchanging Values in a Changing Journalism (Oxford University Press, 1973), veteran writer and newspaper editor Herbert Brucker put it this way: "What interests people primarily, apart from their immediate personal and local concerns, is action, sex, and wealth."

We can safely assume that readers of a university publication are interested in receiving information concerning more than "action, sex, and wealth."

Enormous latitudes for story choices exist--budget information, appointments, lectures, exhibits, new contracts and grants, program reorganization, or weekly calendars are a few of the subjects for news stories university publication editors most frequently select.

If your target audience includes staff, news might also include stories on personnel, promotions, changes in staff, or job benefits. These subjects are often organized into cohesive sections for greater impact and readability rather than randomly scattered as brief items.

But before determining content, you must decide whether your publication is to be a "journal of record." Will you print all official university proceedings, such as job openings, campus senate or presidential decisions, or texts of official policy? Obviously, there is no one correct answer.

These subjects are all grist for a "journal of record" mill, if that is what you are editing. And you should base your story selections not only on considerations of space but also on what other channels of communication exist for reporting necessary information on your campus.

You may be interested in what some major university news bureaus have decided is newsworthy. In a 1981 survey of news service directors compiled by University of Oregon News Bureau Director Barbara B. Petura, all but four of the 25 news bureaus reporting had responsibility for producing a faculty/staff newsletter. They listed their five highest story priorities as: covering research results, faculty achievements, academic programs, human interest, and administrative news.

Clearly then, an editor must make choices by setting priorities. To accomplish this goal of reporting important news and information, you must fully understand and respond to the needs and interests of your target audience. Then select stories based on your sound judgment.

In addition, you constantly must remember your role as a gate-keeper. Since as a responsible editor you demand the freedom to make choices, it follows that you must take full responsibility for these choices. And sometimes you must have a thick skin, to take the heat when you kill a story and a particular campus constituency complains that you are not covering its discipline adequately.

2. To advocate your institution and its people to promote a sense of academic and administrative leadership.

Look for stories that reflect opinions of credible outside sources to help achieve this goal. For example, cover

- * students in the classics department who win first place in a national competition;

- * a history faculty member who takes top prize for best book of the year;
- * a glacier in the Antarctic that is named for a campus geographic researcher.

These types of stories help create greater campus awareness that your institution is a leader in higher education. Many segments of the campus community will not hear about these faculty and student achievements unless you inform them--in an interesting, constant, and habitual way.

3. To create increased awareness of the excellent research and teaching taking place and to build greater pride in the institution.

Many consider this to be paramount among the internal communication goals of a university campus. Increased knowledge builds pride. And the wise editor employs every opportunity to accomplish this goal.

For example, you could do features on:

- * "Moonrocks" research, as reported in a national science magazine;
- * a professor's latest book on biomedical breakthroughs;
- * a campus artist's catalog and exhibition on Black American art traveling across country to critical acclaim;
- * the work of the professor who is the world's expert on the gardens of Pompeii; and
- * the new East Asian collection displayed in the library and the expert who compiled it.

Here, the creative editor applies a fresh approach. He or she stretches the mind to find the offbeat angle, the unusual viewpoint, or a new perspective that will provoke the reader's involvement, interest, and pride at playing a role in an institution where these activities are possible.

This kind of editorial creativity comes from shedding the lazy layer of indolence--physical or mental--from which many of us suffer. It takes hard work to unearth the unique research on the "funeral of the future"; to uncover the unknown expert on the relationship between ants and plants; to track down the elusive educator who's teaching science through a collect-your-own-food wilderness survival course; to search out the hidden author of a new book on test pilots, computer phobia, or the breakdown of the nuclear family.

And when you succeed, you still face the formidable prospect of interpreting your subject with accuracy and flair.

Admittedly, not an easy assignment, given the time constraints imposed on most of us. But the results are worth the exertion it takes. They add an individuality, a special character, a one-of-a-kind personality to your publication. This pays off in increased readership.

4. To increase understanding that the institution is serving the community.

Demonstrating that your institution contributes to the community welfare increasingly takes a higher priority as a top communication goal. This is particularly true among public institutions depending heavily on budgetary support from sometimes stingy state legislatures.

How do you accomplish this goal? Try these stories:

- * acknowledge your campus's contributions to local United Way campaigns;
- * focus on a professor who designs furniture to help the handicapped;
- * feature an engineer performing research to create improved artificial hip joints;
- * highlight a family counseling service or remedial reading clinic that serves the public good while training more students to serve the community.

5. To spread information relating to affirmative action and desegregation activities.

Report on:

- * the history of affirmative action on campus;
- * a top Hispanic researcher who produces important findings on genetic engineering;
- * the growing number of senior black faculty appointments;
- * the rise of women to top administrative and faculty positions.

These types of stories--and more--help spread the word about affirmative action activities on your campus. This goal is swiftly climbing as a high priority of internal communication at most institutions.

6. To increase awareness that outstanding scholars and students choose the institution.

Do features on:

- * Ten National Merit Scholars who have just enrolled;
- * A Nobel Prize winner in chemistry who has joined the faculty;
- * a student nominated for a Rhodes Scholarship;
- * an internationally known string quartet now in residence on campus.

Raising the consciousness of the campus community that yours is an institution of high academic standards, a magnet for top scholars, and the choice of outstanding students is a major goal for most institutions.

7. To improve employee morale and employee-supervisory relationships and to give the entire campus a sense of the important contributions of classified staff.

Improve staff morale by reporting about:

- * physical plant workers clearing paths through the snow;
- * mailroom employees providing efficient campus mail service;
- * staff volunteering for a car-starting service in winter;
- * maintenance staff working through the night to clean buildings;
- * secretaries' efforts to improve professional standards.

These stories also remind the entire professional community of the often ignored but vital role this neglected group plays within the greater campus community.

8. To save the university money.

Who needs to be reminded of the importance of this goal nowadays? In these times of declining enrollments and of bare-bones budgets, editors who search for innovative methods of bringing down print budgets not only gain blessings and superior rating from their administrators. They also produce that useful and needed publication for which we all strive.

Information inefficiently distributed by individual memo, poster, flyer, or form often can be combined into one single publication, resulting in increased efficiency of information flow and lower cost. Try to regularly list:

- * deadlines on grant proposals, grade-schedule deadlines;
- * calendars of events, job openings, lunch menus, and ride boards;
- * recreational events, contests, and leagues;
- * staff promotions and retirements;
- * volunteer opportunities, house rentals, campus radio guides, and movie schedules.

Added as inserts and piggy-backed onto the publication, service listings decrease the plethora of paperwork and unread memoranda that inundate most campus mail rooms. They increase potential readership when printed in one convenient publication, and they save the university money in the process.

So, as a creative editor, you realize the necessity for establishing clear-cut goals. You select stories reflecting your goals. And you resolutely discard stories that do not further your goals.

Create compelling content and get rid of garbage

Have you had that editor's nightmare lately? The one where you dream that your boss is shoveling stacks of unread newsletters into the office dumpster--and then evaluating your job performance?

Ask yourself the following questions. If you can check yes, forget your sleepless nights. You're halfway home to producing a well-regarded publication that people snap up and read--and file away for future reference.

Do you plan several issues ahead?

Do you present at least one major feature story based on an offbeat theme or unusual angle in each issue?

Do you review your content--presenting material in the order of its importance, pacing material from short to long or from serious to light? In other words, do you produce a publication with a well-designed sequence of information?

Do you break the monotonous format occasionally by planning an entire issue around a special subject--urban or

energy problems; environmental or international research; agricultural topics; women, minority, or ethnic subjects; the future?

Do you ever use humor, surprise, or the light touch?

Of course, you can use many additional methods to create compelling content in a publication. But if you feel that you are already overwhelmed with work or don't have sufficient staff to implement these ideas, you'll have little incentive to find them.

Recycle stories to save time

One way to overcome the obstacle of the "too much work and too little time" syndrome is through better management of staff time.

By planning creative strategy sessions with your staff on a regular basis, you can often recycle stories for more than one use. This multiple merchandising approach to developing stories for simultaneous internal and external placement can stretch your limited staff time. It also will let you develop stories to their maximum communication potential.

Creative story planning often ties in with expanding your "nose for news." You try to identify current trends. You develop an increased understanding of what's happening on the local and national news scene. You predict what's likely to break in the near future.

And then you roll into action!

Harkening back to that goal of developing pride, you relate these trends to your own potential campus resources--the experts, the newsworthy research activities, the unusual class or activity--and you plan stories for both internal and external placement.

Read the business and other special sections of the newspapers. Keep up with the weekly news and science magazines to stay on top of what's happening around the nation and world. Watch for trends in space, energy, and the financial world, or handicapped issues, the latest immigration policy, new demographic forecasts, future technological developments, current prison reform, or alternative lifestyles.

There's no dearth of ideas. It's more a matter of adapting today's news or tomorrow's headlines to the wealth of resources available on your own campus.

If you develop this sense of what's timely, then you can dream up the unusual angle or the news peg that makes an old story current or offbeat enough to capture the imagination of an internal audience along with the attention of the reporter to whom you will target the same story.

Like tossing a fresh ingredient into a tired old recipe, infinite possibilities exist for mixing, matching, and blending experts with new angles.

Try ignoring love for a change, in favor of jealousy research to place on Valentine's Day. Run a professor's sex and widowhood research before Mother's Day. Tie in research on bats with, what else but Halloween. Link up a groundhog expert, or better--the groundhog's cousin, the Arctic marmot--with You-know-what Day. Suggest a professor's humor journal just in time for an April Fool's Day feature. Or tag research on current end-of-the-world movements with the Halley's Comet watch.

Match your ideas to your faculty by contacting departments for suggestions. (Keep ongoing files of names, using a computerized retrieval system if you're lucky enough to have computer capabilities.) Once you pinpoint the trend or event and the expert to match it, you can quickly compose a 15-line story for page one or a longer in-depth inside piece.

But don't stop there. Recycle the printed story for external use as background information for print and electronic media. Market the story through tip sheets, or pick up the phone and personally contact targeted reporters in several noncompeting markets, since nothing works so well as person-to-person contact. Don't neglect to follow up if a reporter doesn't bite the first time. (And have a second story idea in the hopper if the first suggestion doesn't fly.)

The beat system for your staff assignments works efficiently with this multiple merchandising approach. Not only does your staff member get acquainted with specific disciplines and the experts within them, but he or she gains credibility as a reliable source for reporters covering those beats.

Poweever, don't let yourself fall into a rut. Reverse the process sometimes and analyze what a reporter likes to write about. Then hunt for just the right expert to match the reporter's interests and print a short item that you can then suggest as a story idea.

Find poinsettia research at Christmas to interest a garden reporter. For the food editor, target a story on ice

cream research, the natural food class, the obesity expert, viniculturist or pumpkin research.

Another use of the multiple marketing technique is by planning an op-ed campaign. When you've finished an internal story dealing with cheating (or honesty) on campus, propose that the administrator interviewed write an op-ed, and offer to help write it if you must. Send it to the op-ed editor with a cover note.

When a historian specializes on World War II or General MacArthur, suggest an op-ed on MacArthur's impact on history in time for a VJ Day op-ed. Interview your engineering dean and suggest a piece on lagging technology.

Such op-eds and other feature ideas successfully placed at the same time the initial story appears in the campus newsletter build your campus clout and credibility. You will find your mail increasing and your phone jangling more often with unsolicited story ideas from interested faculty the more frequently you use this multiple merchandising strategy for increasing your office's communication output.

More methods for creative time saving

- * Put a summer intern to work compiling a permanent index of your newsletter. The index will speed up the quick retrieval of experts when you need them.
- * Use information from your newsletter to produce a media tip sheet.
- * Recycle newspaper clips you have placed. Xerox them and send via campus mail to top campus personnel. Enlarge and display them prominently on bulletin boards where faculty, staff, students, and the public can read them. Send them to key alumni or legislators.
- * Place your newsletter features in bio files.
- * Keep an index file on faculty expertise.
- * Send a clip with cover note to a reporter or editor in a noncompeting market--from newspaper to monthly magazine, from a science journal to a TV reporter who covers science, from a daily newspaper to a syndicated columnist or free-lance writer. And finally,

What do you do when your ideas run out?

Close your door. Hold all calls. Put your feet on your desk and rummage through Chase's Calendar of Annual Events: An Almanac and Survey of the Year.

Produced annually, it will tell you all the "holidays, holy days, national and ethnic days, seasons, astronomical phenomena, special events, and traditional observances the world over," day by day.

This sometimes off-the-wall compendium of zany story ideas is always good for a few laughs, if nothing else.

And sometimes that's all you need to replenish your energy as an even more creative editor.

Chapter 7

HOW TO WRITE HEADLINES THAT ENTICE AND INFORM

by Paul Desruisseaux
Assistant Editor
The Chronicle of Higher Education

From the St. Louis Post-Dispatch: "New Missouri U. Chancellor Expects Little Sex."

From Newsday: "Shouting Match Ends Teacher's Hearing."

From The Salt Lake City Tribune: "Findings Aired on Vilent Youts."

From The Arizona Republic: "Scientists are at a loss due to brain-eating amoeba."

We've all seen examples, such as these, of headlines that did not work.

Sometimes a spelling error is to blame. More often, the fault lies with an editor who writes a headline that simply does not say what it was intended to say. Such headlines are at best ambiguous and at worst, well, silly. Most of the time, they are just evidence of sloppy work.

When they occur, such blatant errors are usually found in headlines for news stories.

When a headline for a feature story does not work, the failure is less obvious, although, ultimately, no less consequential. That's because when a feature headline doesn't work, it's usually due to a failure of the imagination. And headlines for feature stories, as we'll see, are worth all the energy and imagination we can give them. They often are not, alas, given that kind of serious attention: Every year the judges of the periodicals categories in the CASE Recognition Program report that they find little imagination in the writing of headlines.

Hook your reader

Headlines are a periodical's way of greeting its readers and grabbing their attention. Before any issue of any publication has readers, it has flippers. Flippers breeze

through the pages waiting--hoping?--to be seduced into stopping, looking, and listening to what the writers have to say. Headlines help to convert a flipperish into a readership.

Headlines can shock, startle, or surprise; inform or intrigue; confront or confound; propose or persuade; ask questions or provide answers. They come in different colors, shapes, and sizes--none of which necessarily determines the sort of punch they pack. A little headline can go a long way.

News headlines provide readers with information as quickly and concisely as possible, so that readers can know what's what, even if they don't have time to read the stories. Modern newspapers are designed to inform readers as quickly as possible, and headlines--which actually were first developed by newspapers published in America--help to accomplish this.

A news headline is really a bulletin, in capsule form. But a feature headline is more like an idea, which, in a silly-putty sort of way, it really is. News headlines should explain. Feature headlines, in contrast, should entice.

Both types of headline can be found in the pages of the same periodical, but each should be used to a different end. Each is not always used, however to best effect.

Avoid the obvious

A few years ago the tabloid published by a small state college put this headline on its commencement story: "Class of '78 Is Now Alumni." Aside from a problem with grammar, this headline doesn't work because it doesn't explain or entice--it merely states the obvious. This is a perfect example of what we might call "empty-headedness."

An even better example is this headline, found on a faculty profile (the name has been changed to protect the innocent) in a southern college's alumni magazine: "Professor John Denby: A Teacher, and a Man." Well, if we know anything about the subject of this story after reading his name and title we know that he's (1) a teacher, and (2) a man. Had this head, instead, said: "Professor John Denby: A Teacher, and a Woman," it would have been heading in the right direction, because being straightforward is fine when the facts are startling.

Put on your best face

Besides their editorial function, what news headlines and feature headlines have in common is type. Many designers have issued guidelines for using type in headlines. Two that

are always mentioned: Don't use all capital letters in headlines, and make sure the letters are set close together--"tight but not touching" is how typesetters put it.

As far as what typeface you use for headlines, my rule is simple: Find a face you like and stick with it and members of its family. The display type in a periodical should not remind readers of an Air Force eye test.

Remember to make headlines big enough to show that they are headlines. Make sure that they fit the space, as well as the story. In layouts for feature stories, headlines don't always have to go at the top of the page. Many university periodicals have a headline at the top of every page. This can easily be varied by putting a picture at the top and the headline below it. There are other basic layout designs and tricks that can help you avoid hanging all the headlines like wallpaper.

Also remember that you can use a line or two of smaller type--often called a "deck"--just beneath the headline for a feature story. This is an opportunity to add a bit more information, to help engage the reader after the main headline has attracted the reader's attention. For some reason, this device is rarely used to full advantage in institutional newspapers and magazines. Other headline-like pieces of display type help attract readers as well as break up long stretches of copy. These include subheads, which are dropped into the text of the story, and "pull quotes" or "quote boxes," which usually appear in a box or between bold rules and can span more than the width of a single column.

Writing strong news headlines

Although the primary purpose of this chapter is to discuss ways to add some life to headlines for feature stories, a few "dos and don'ts" for writing news headlines are worth mentioning.

Use verbs in headlines. Usually the difference between a headline and a flat label is the presence (or absence) of a verb. And be sure to use strong, active verbs. Forms of the verb "to be" are weak and less effective than other verbs.

Use strong, specific nouns rather than vague, general nouns. For example, the headline "College Body Decides Fate" doesn't say as much as "Faculty Senate Approves Grade Plan."

Avoid acronyms except when they are instantly recognizable (CIA, NSF) to your readers.

Write headlines that accurately and truthfully reflect the story. Don't strain for humor, and don't be cryptic. Put your readers' needs first.

An excellent book dealing exclusively with the subject of newspaper headlines is "Headlines and Deadlines," by the late Theodore M. Bernstein and Robert E. Garst, and published in paperback by Columbia University Press. It's the best single volume on the subject to be found.

Creating feature headlines

Writing good headlines for news stories is a skill. But not every editor who is proficient at writing news headlines is as successful when it comes to writing headlines for feature stories. That is as much of an art as it is a skill.

Editors use all sorts of recipes for cooking up good headlines for feature stories. Their ingredients include word play, puns, unfamiliar twists on familiar phrases, even mock sensationalism. Part of the allure of feature headlines is allusion: They often point to something outside the story, something that instantly rings a bell with readers.

When they are witty, headlines can, of course, be wicked. In five years of writing for California Monthly, the Berkeley alumni magazine, the headline I amused myself with most was for a story about the football team's humiliating loss to UCLA in Cal's first nationally televised game in a decade. The overline quoted the school's fight song: "Our sturdy Golden Bears." The headline: "The not ready for prime time players."

A headline, of course, need not be witty to work. For a story I did on the University of California's relationship to the weapons laboratories it manages for the federal government, we used this as a headline: "A Farewell to Arms?" The overline was "Weapons Labs at the Crossroads." A Hemingway title turned into a question addressed the story's content directly and, at the same time, gave it some pizzazz.

In issues published on the same date, both California Monthly and Notre Dame Magazine featured stories on the crew teams at their institutions. Both used the title of a Thomas Wolfe novel, Of Time and the River, as part of the headline. This was more than a matter of smart minds thinking alike. Both periodicals used the novel's title not because it was obvious--which, granted, it was--but because it was a good idea. Time and the river, after all, are the elements against which crews compete. Readers who also recognized the phrase as the title of a renowned novel received an added dividend, but for those who did not, the headline still made sense; it still worked.

That's crucial: A headline must fit and work with the story even if readers don't "get" whatever allusion you've

tossed in. Granted, in those cases the headlines do not succeed as spectacularly as we might have hoped, but they still do their job.

A feature headline should have information, but it should not just sit there, perfunctorily factual. It should have style and charm, it should be catchy, fetching.

In many ways headlines for feature stories are like headlines for advertisements. In writing them, I know I'm not drawing on skills I learned as a journalist as much as those learned while I was an advertising copywriter.

The maxim in advertising is: "Don't sell the steak, sell the sizzle." That's what a good feature headline should do: exude possibility. With its promise to entertain as well as educate, it should make the story not just appealing, but downright irresistible.

Being catchy doesn't necessarily mean being disrespectful. California Monthly ran a long caption with a "mug" shot of the Brazilian ambassador to the United States, who had received the University of California's top award for a foreign alumnus. Often stories such as this one get short-changed by poor headlines such as "Honored by peers" and "Alumni-award recipient." We headlined ours: "That man from Rio." Disrespectful? Not really. Attention getting? Sure, and isn't that the idea?

Use your imagination

Are there any rules for this game? "The fewer, the better," says Dick Corten, former editor of California Monthly. "The more play in the word play, the better the headline will read." Just the same, he offers three basic rules for writing feature headlines:

- 1) Know what the story says, and what it means.
- 2) Take the time to do it right.
- 3) Make sure it works.

Adds Corten: "If you think you aren't spending enough time on your heads, you probably aren't."

California Monthly's current editor, Russell Schoch, has at least one cardinal rule about headlines: "Never steal the lead or ending of a story for the headline. It's a disservice to the story, the author, and the reader, who will feel cheated--and rightly so."

Ultimately, headlines are manifestations of your publication's personality. If you find your publication

doesn't have a personality, you should try to get it one, and fast. Headlines can help you accomplish this. And, once you establish your publication's personality, headlines are an obvious means of expressing it.

In the final analysis, that's what headlines really are: your publication's advertisements for itself; its way of attracting attention, interest, and readers.

Chapter 8

CONTROVERSY AND THE FREE CAMPUS PRESS

by Mary Ann Aug
Director of University News and Publications
University of Pittsburgh

A free, unfettered press is the ideal form of internal communication we're striving for on a college campus. A free press marches under the flag of objectivity, reports on issues that are really of concern to the campus community, and enjoys the credibility of its audience.

The reasons for a free press cannot be repeated too often. First, without the assurance of such freedoms, the campus newspaper has no credibility, and thus no effectiveness as a means of communication. Second, the publication exists to serve an institution that by its nature is devoted to free and open inquiry into all aspects of human endeavor. It would be antithetical to the nature of the university for it to deflect the light of open inquiry from its own affairs. A free press supports the academic freedom that is the heart and soul of the institution.

But the status of a campus newspaper is unlike that of any other free press and carries its own attendant problems. In most cases, college or university administration provides the funding for the paper and the salaries of the editor, reporters, and other staff members. It is this same administration that often comes under scrutiny in the paper's articles, that comes under criticism in controversies which the paper must cover, or that has a vested interest or particular point of view in certain situations.

An administration that establishes and sustains a free press deserves admiration and respect. The decision reflects a high degree of security within the administration and a firm commitment to principles of academic freedom.

When an administration creates a free press, it willingly suspends any attempts to control editorial content. In exchange, it creates a credible medium of communication. The individuals responsible for producing the paper must recognize the uniqueness of their situation and the gravity of the responsibilities the autonomy entails. They must be committed to the highest levels of objectivity and fairness.

Even when all parties agree to aim for these lofty ideals, they then must recognize that they will live with an unending series of controversial stories, issues, and situations. At the University of Pittsburgh we know this from experience. In its 14-year history, our campus newspaper, The University Times, has always operated "with independence and freedom comparable to that of leading public news media, involving full and fair disclosure and accurate presentation of facts and attitudes." (This quote is from our Policy for The University Times, which is reprinted at the end of this chapter.)

Through the years we have encountered virtually every common and some exotic species of controversy that one might expect to find on a major university campus. We have weathered these because, ultimately, both the faculty and administration agree that a free press is a valuable medium of campus communication in which both can take pride. Thus, many (but not all) of the recommendations and examples that follow are based on our experience here at Pittsburgh.

Preparing for controversy

Before we discuss the business of dealing with the inevitable day-to-day controversies, I'd like to recommend some preventive measures that you can take to ensure that you are operating from a stable base. Life will be much easier later if you start out with principles, support systems, and practices that can help nip some problems before they bloom. Many of these suggestions are delineated in our policy statement.

- * Start life with a written statement of policy or a charter. Call it what you will, but get in writing the principles that the paper will be free of censorship, will cover items of interest to the community, and will function according to the standards and principles of the best public news media.
- * If you are to be the "Publication of Record," establish this up front. Then fully execute your responsibility to publish official announcements, position vacancies, organizational and program changes, and other appropriate service announcements. When you publish official statements from the president, or other members of the administration, you should clearly identify them as such, usually set off in a box for emphasis.

Printing such statements as publication of record need not prevent the paper from covering the same issues in accompanying news stories and exploring more than one point of view. Official university statements can

have greater meaning and clarity in the context of all available related information.

- * Keep the direct administrative supervision of the paper removed from the office of the president or chancellor to prevent any hint or suggestion of undue influence. Define and limit those administrators who have access to editorial content prior to publication. For example, on our campus, the editor reports, through the director of news and publications, to the vice chancellor for public affairs. The vice chancellor for public affairs, as the publisher of the paper, is the only senior administrator who is directly involved in questions of content.
- * Hire the best, most experienced journalists possible. Then trust them to function with the same professionalism, standards, and integrity as the professional journalists on any respected newspaper.
- * Establish an editorial advisory board that can discuss matters of concern, controversy, and policy openly and freely. Make clear that the board is advisory and cannot dictate content or policy. It should exist to give guidance and support and as a forum for discussion of the paper's treatment of any issue.

Your board membership should reflect your purpose and constituency. Ours is made up of elected officers of the faculty senate and staff advisory council because they represent our constituencies and respected members of the outside news media. Theirs is the level of professionalism at which we expect to be judged. Finding professional journalists for the board may require you to seek people who have recently retired or moved to a managerial position. Members of the working press may have to cover your institution may see a potential for conflict of interest.

- * Establish a "Letters to the Editor" policy and publish it at least once a year. Letters may seem a simple matter, but they're not. You assume you can take the attitude, we publish everything that is not over a certain length or is not libelous. But when the five-page, single-spaced tome arrives, do you return it or edit it for length? What do you do with the letter with 200 signatures attached? What do you do with the individual who writes to the paper every week, often on the same topic? What do you do when you receive letters critical of an individual, department, or policy that in fairness, require an opportunity for response? Should the response go in the same issue, or in one coming out a week,

fortnight, or month later? Creating, in advance, a letters policy that deals with these questions saves headaches as individual questions arise. (Our letters policy appears in Section VI of our policy statement.)

- * Maintain firm and clear separation of the staff members who write and edit the newspaper from the staff members who are responsible for public relations, media relations, alumni relations, and other publications. Do not allow any blurring of functions or responsibilities among these groups. It is better to have a smaller staff and a slimmer or less frequent newspaper than to permit any confusion of the paper's staff with people taking an advocacy role for the university.
- * Establish a policy of acknowledging errors immediately. Print corrections on the same page on which the error appeared, or as close to the front page as possible.
- * When you plan to cover a new area, let the pertinent parties know in advance. In some cases your reporter may need to seek permission to attend certain events, for example, faculty senate committees that discuss potentially confidential matters such as appeals of tenure decisions, or preliminary budget figures. Inform the pertinent person of your intent to cover the meeting. He or she, in turn, can inform the participants of your reporter's presence. Thus participants cannot level charges of unfairness on the grounds that they did not know that a reporter was present and did not know that they were going to be quoted.
- * Once you have agreement that you will be covering a certain area or event, make it clear that you will assume everything said is on the record, unless otherwise agreed upon in advance. You cannot tolerate an individual speaking at a meeting and then turning to your reporter and saying, "Oh, by the way, all of that was off the record." Let this happen--even once--and your paper's credibility as a free press is damaged.
- * Work to establish good, ongoing relationships with many sources representing every spectrum of the community. These should include the president or his or her representative, key senior administrators (for example, those dealing with the budget or those dealing with the state legislator), key academic deans or chairs, elected officers of faculty and staff

organizations (such as the senate), and, where, applicable, union officials or activists--pro and con--in union organization drives.

Regular one-on-one meetings when news is not breaking enable the news sources and reporters to become known quantities to each other and, hopefully, to establish mutual professional respect. Then, when controversial news does break, while deep disagreements and conflicts may still arise, the concerned individuals should at least have confidence that the news staff will deal with the issue with integrity and professionalism.

This leads us to the matter of dealing with specific controversies.

Dealing with controversy

Controversies come in a variety of shapes, surrounding a variety of issues. A few of the more common: law suits and discrimination charges leveled at the institution; budget and funding difficulties; union campaigns, elections, or strikes; accreditation problems; department or school cutbacks, mergers, or closings; differences over curricular changes; and so on.

When the story develops and your campus newspaper begins to cover it, reaction from the concerned parties--if it is going to be a problem--will usually involve one of the following:

- * attempts to stop coverage or publication of the story;
- * attempts to have the story postponed (a) until a time more convenient to the parties or (b) indefinitely;
- * attempts to limit the scope of the story or to limit the people interviewed or sides presented; or
- * attempts to expand your coverage to include more people representing a given side, or to plant stories favorable to a particular side.

These impulses to help you improve the quality of your coverage can and do come from every sector of the university community; no one group has an exclusive tendency in this direction. The desire to manage the news is almost universal. And all of us are passionately committed to first amendment principles until it is our special province that is under scrutiny. So, expect such attention from faculty, staff, "friends," alumni, and the grounds crew, as well as, and as often as, from the administration. Apply your free press principles with absolute equality to all.

As the story develops and as you become aware that the above-mentioned reactions are beginning, the decision-making group on the paper should:

- * determine that there is, indeed, a legitimate story and that it needs to be covered now;
- * determine, as thoroughly as possible, how the paper intends to cover the story;
- * be prepared to discuss the outline of this intended structure with any concerned party;
- * if necessary, listen to suggestions from any concerned party on how the structure might be changed, but in such sessions make no commitments to suggested changes;
- * remember that there are legitimate reasons for embargoing a story and that the embargo is one of the accepted practices of good journalism. But consider the embargo with extreme care. Remember that an embargo is an agreed-upon postponement with an agreed-upon limitation.

The recommended practice of informing people of the proposed structure or treatment of the story is not one regularly followed by the public news media. But I recommend it in the unique set of circumstances surrounding the position of the free campus press. It gives everyone foreknowledge of the measures you're taking to ensure balance and fairness. It allows everyone to deal with the paper from an informed position without allowing anyone prior review.

Example: A faculty member denied tenure sues the university, the president, and the faculty and charges discrimination. The newspaper staff determines that it intends to interview the faculty member, the parties named in the suit, their legal counsel, and the affirmative action officer. When approaching these individuals for interviews, the reporter should be prepared to outline this plan, so everyone can choose to respond or not from a fully informed position.

With a well-developed plan of coverage, you can respond to any suggestions that you not cover a story with information as to how you intend to make the coverage scrupulously fair.

This leads to a further extension of professional courtesy that I believe is necessary in our unique situation. When phoning concerned parties for comment or interviews in times of crisis, it is not enough to leave a simple message: "Have them call so-and-so of the Polytech Peripatetic."

These people are often less than acutely conscious of your deadlines, may not realize a controversy has broken, or may think you are calling for the interview you've been after on the new library acquisitions. Thus, they may not get back to you by deadline and you reduce their side of the story to "Dr. X was not available for comment."

To be scrupulously fair, I believe the reporter must say: "I'm calling for a comment/interview about the news that the School of Marine Science has been denied its accreditation. I'm also calling the academic dean, the head of the accreditation team, and several faculty members. I need to talk to Dr. X by noon tomorrow to make my deadline for this issue." And keep notes that you left a message to that effect.

If the story still ends up: "Dr. X was not available for comment," you have prevented any possibility of charges that Dr. X was not given a fair shot at telling his story.

One of the major sources of potential controversy for a campus paper is the whole area of unions and unionization. The terrain surrounding union campaigns and union elections is riddled with potential pitfalls. There exists a tangle of federal and state labor relations laws and regulations with potential application to coverage of union-related areas by internal communications media. The status of a publication paid for by administration funds, but independent of administration censorship or editorial control, is a very special one usually requiring individual interpretations of existing regulations.

If your campus now has unions or is about to undergo a unionization drive, consult with good legal counsel to determine if or how the body of labor laws covers your paper's activities. (While you may have access to the university's legal department or consultants, you may wish, in addition, to consult nonuniversity-affiliated counsel.) Then proceed as you would in climbing an Everest of eggs: very carefully.

Just before a faculty union election was held some years back on our campus, we did an issue of the paper containing stories on each of the three groups vying to become the bargaining agent, on the faculty organization campaigning for an independent faculty, and on the administrative point of view. None of these groups was particularly thrilled with the overall coverage, so we felt we must have done a fairly balanced job.

The preceeding has mostly dealt with attempts to keep things out of the paper, or to reduce or postpone coverage of an issue or a group perceived to be the opposition.

But what about attempts to get things in the paper--to use the paper to disseminate information supporting a particular point of view, but masquerading as news?

If you are the publication of record, you can deal with such suggestions from the administration fairly simply: Offer to print an official statement in a box, identifying the appropriate administrative office as the source.

If the suggestion is from another source, the only recourse is to listen to the suggestion as the potential core of a story idea. Then, in a policy session, decide if there is a story there, and if so, who might represent the other sides. The original source of the suggestion can be quoted in the context of the broader story. If the issue is not appropriate for a news story, the concerned individual can write a letter to the editor.

Be tolerant that there is a certain amount of "solicited" coverage that is a necessary community service component of your responsibilities. Thus, you must provide the obligatory coverage for the United Way or Annual Giving fund campaigns, but you can send reporters to get objective stories, rather than ever accepting canned materials.

Living with freedom's consequences

Finally, some general thoughts on producing a free campus newspaper.

Be prepared to be unpopular. Objective journalism is a terribly serious business, not a Dale Carnegie exercise. There will be times when all sides in a controversy will be convinced that the other guys got the better deal. Once again, if this feeling is unanimous, you probably provided balanced coverage.

Eschew muckraking; that's not the purpose of a free campus press. If you're doing your job and covering all facets of campus life and all existing bodies of governance and collegial debate, more controversial topics will spring to hand than you'll have Excedrin available or time to cover.

Despite the aforementioned unpopularity, work to earn and sustain respect. When you treat all parties equally, you will eventually win respect for your standards and your credibility. In the long run, each controversy you've weathered strengthens your free campus press and the commitment of administration, faculty, and staff to sustain it.

Tough times are ahead for college campuses. Student populations are shrinking. Federal and state aid is being slashed. We are facing drastic budget cuts and potential

school and department closings. People's jobs and careers are at stake in these situations, so debates will be extremely heated.

In such tough times, more than ever, the members of a college community need access to all the facts about what's going on. They need accurate, full, and fair reporting. If you have laid your groundwork, and have stuck by your principles through past controversies, your newspaper can provide a tremendous service to every group and member of your institution. And, with luck, you'll live to tell about it.

EDITORIAL POLICY FOR THE UNIVERSITY TIMES

The University Times serves as a basic medium of communications for the community of the University of Pittsburgh, furnishing important news and commentary on events and issues of concern to community members, with emphasis on items that are not adequately covered in other media. Its primary audience is the faculty and staff, but it is also distributed to students and friends of the institution. While it is an official publication, it must nonetheless be objective, reliable, and fair, presenting broad coverage, and adhering to the standards of journalistic competence and integrity.

I. The principal functions of The University Times are:

- A. Reporting of news regarding the University in the areas of research, instruction, community relations and services, governance, personnel, and cultural and intellectual activities; the reporting of other news at national, state, and metropolitan levels concerning higher education that has bearing on this institution and its members.
- B. Reporting on the activities and meetings of the important deliberative bodies of the University, including the Board of Trustees and University Senate, the University of Pittsburgh Staff Association, etc.
- C. Presenting the University administration statements regarding current problems and issues, policies, plans, and goals.
- D. Providing a forum for a broad discussion of significant issues through signed articles and letters, as stated in the letters policy below.
- E. Serving as the publication-of-record for official announcements, appointments and promotions, honors, position vacancies, and organizational and program changes, as well as providing a calendar of events and other appropriate service announcements.
- F. Giving expression to the intellectual and cultural life of the campus through articles of intellectual substance, features, and musical and cultural reviews and criticisms.

II. The Editorial Objectives of The University Times

- A. To serve the University by providing communications and contributing to morale and a sense of community, cohesion, and common purpose.
- B. To portray the University accurately as an exciting setting for the acquisition of knowledge, the generation of ideas, and the intellectual development of individuals.
- C. To serve the University by fostering support for its mission by its own members, by outside constituencies, and by the general public.

III. The Publisher

The University Times is an official publication of the University of Pittsburgh. The responsibilities normally exercise by the publisher are vested in the Vice Chancellor for Public Affairs. The University and the publisher must bear legal responsibility for the Times and its content.

IV. Management Responsibilities

The editorial policy of The University Times is to perform the above functions and pursue the above objectives by operating with independence and freedom comparable to that of leading public news media, involving full and fair disclosure and accurate presentation of facts and attitudes. The Editor of The University Times exercises responsibility for successfully carrying out this policy and functions under the general supervision of the Vice Chancellor for Public Affairs, whose role is to give guidance in the manner of a publisher.

V. Advisory Board

The general quality and performance of The University Times will be monitored by an appointed Advisory Board which will give it any guidance or support that may be needed. The board shall consist of three non-university based professional journalists and three representatives of the publication's internal audience: the two immediate past presidents of the University Senate and the immediate past-chairman of the University of Pittsburgh Staff Association. The Director of News and Publications and the Editor of The University Times are ex-officio members of The University Times Advisory Board. The Board is appointed by the Chancellor with the recommendations provided by the Vice Chancellor for Public Affairs. The Board shall hold at least one

regular meeting per year, and may be called into special session by the Publisher at other times as circumstances warrant.

VI. Letters Policy

The Times provides a forum for discussion of issues of interest to the campus community through publication of signed letters and articles. Letters should not exceed 300 words in length. The Times will attempt to publish all accepted letters without change, editing only where space limitations require shortening of the material but making no substantive changes. In accepting letters for publication the Editor and Publisher may exercise the same judgment as that exercised by the leading public news media: e.g., declining to print anything that may result in legal actions against the University, the Times, etc., or which might subject the University to charges of unfair labor practices; declining excessive numbers of letters on one subject; declining excessive numbers of letters from a single author; declining excessive letters on a single issue; or declining letters dealing with issues long past their timeliness.

When a submitted letter is critical of an individual or policy or otherwise requires in fairness an opportunity for response, such opportunity will be proffered for simultaneous publication with the initial letter. The individual or responsible unit being offered the opportunity to respond or rebut will be informed of the intended date of publication of the letter, and will be allowed a reasonable amount of time to prepare a response. When such a response is not forthcoming the initial letter may be published alone.

The editor will check with all individuals whose names appear on letters and will print only those names corroborated by the signees. In the interests of space the editor may limit the number of signatures printed with a note that an additional x number of signatures were on the letter.

All members of the University are welcome to submit to the editor ideas for longer op-ed pieces or for regular columns on subjects of interest to the University community.

8/82

Part Three:

Benefits and Applications

Chapter 9

HOW TO COMMUNICATE INTERNALLY THROUGH MULTIPLE MEDIA

by Terry D. Newfarmer
Editor, University of Utah Communicator

"We plaster the campus with posters on special events and still hear the refrain: 'gee, I wish I had known that program was coming'.... We insert notices in paychecks for two months about an upcoming change in a fringe benefit, and yet the personnel office still is swamped with angry calls about the few extra cents missing from those paychecks without explanation."

So writes Keith Kappes, director of public affairs and development at Morehead State University in Kentucky. He was responding to a CASE query about internal communication. The frustration of "we did a story on that but people did not seem to get the message" is a common one in all types of communication. It raises a fact of life with which we all must live:

NO MATTER HOW EXCELLENT A SINGLE MEDIUM OF COMMUNICATION, THE INFORMATION IN IT WILL ONLY REACH A PORTION OF THE AUDIENCE.

Survey after survey shows that employees of today's organizations are a sophisticated audience; they want and expect concrete information about the future of their company or university, its career development opportunities, and its internal policies. But the surveys also show that the average reader spends only 90 seconds looking through the periodical for items of interest. As one communications manager puts it: "We are competing with 'Three's Company'." The lesson is, if you want a message to get through, send it more than one way. It may be time to take a long look at alternative media to augment the basic periodical in faculty/staff communication.

In any discussion of alternative media, we soon realize that alternatives call for additional staff time and budget. In private industry, firms with 10,000 employees typically have seven or eight staff members concerned primarily with

communication. A CASE survey sent to 100 institutions around the country produced responses indicating that more than half the schools have a staff of two or fewer concerned with internal communication. That small staff size is not necessarily a function of institutional size.

Private industry currently is placing great emphasis on internal communication. A national poll of chief executive officers conducted by the American Society for Personnel Administration asked the CEOs to list their major concerns. "Employee communication" was second only to "productivity improvement" on a list of 23. Lesser concerns included "management development," "job design," "merit pay," "plant staffing," and the like.

Higher education is not as different from industry as one might suppose. Although faculty members have communication needs peculiar to their profession, they are also "employees" with most of the same interests in internal matters as those of the support staff, or of employees of any other kind of company organization. By the same token, if the materials you use to communicate with support staff members are less professional than those for the faculty, you have reinforced the old idea that colleges must live down--that staff people are second-class citizens.

The University of Utah participated as the only university in an internal communications survey of 100 corporations and nonprofit organizations around the country, conducted by the consulting firm of Towers, Perrin, Forster, and Crosby. The university's results were astonishingly similar to the national averages in terms of the information employees seek and how they want it communicated. The Utah support staff employees ranked their preferred sources of information in exactly the same order as the national averages. The survey, and all the other evidence, points to the need for a multifaceted approach to internal communication.

Let's look at the strengths and weaknesses of each medium, and then consider the how-tos of using them effectively.

Face-to-face communication

In the TPF&C survey, the 2,000 support staff members of the University of Utah (and the 99 other organizations) ranked four types of face-to-face communication as more preferred sources of information than all forms of mass media. More than 90 percent cited "my immediate supervisor" as a preferred source while about half wanted the use of small group meetings, top executives, and an orientation program as sources. The most preferred mass medium was an organization-wide employee publication.

The results imply something we already know: Successful communication within an organization has to be a primary concern of management, not just of the in-house journalists/communicators. But the results also show that an employee information program administered by the journalists/communicators should include face-to-face communication. Immediate supervisors cannot be expected to know, much less pass along all the information employees need to know about the overall goals of the institution, fringe benefits, personnel policies, and so on. The opportunity of two-way communication seems to be what employees want most. In the survey, small meetings ranked second as a preferred source of information, compared to large meetings, which ranked 11th on a list of 15 media.

Large meetings may be better for explaining a particular policy or project; otherwise, employees prefer small meetings. Administrators can conduct small meetings for the airing of suggestions or complaints. Another option is for the journalist/communicator to conduct small meetings, acting as a conduit for feedback from employees to management.

All face-to-face communications have the advantages of up-to-the-minute currency, the highest possible credibility, and assurance that the message has been received. The very existence of regular face-to-face communications adds to the acceptance and credibility of other media, because it is seen as a demonstration of management's willingness to listen to employees and to bring them in on "what's going on."

Principal disadvantages of a face-to-face program are the logistics of getting a significant portion of the workforce involved on a regular basis. Scheduling, time lost from work, and the difficulty of providing proper leadership for meetings are all considerations. Another potential disadvantage is that holding meetings to discuss problems creates the expectation that actions will follow. If management is not willing to act on suggestions received (or to explain why not), meetings can be counter-productive. Some managers see face-to-face programs as likely to raise only trivial issues, or even as threats to their authority. These concerns usually vanish after a program is in place.

Audiovisual communication

We live in an era of visual communication. The television set is as much a part of home life as running water. A fair portion of your audience consists of people who read very little, and you are probably missing them with any form of printed communication. According to a poll conducted by CBS and reported in USA Today, the average American adult spends 1,511 hours a year watching television and 205 hours reading magazines and books. It's hard for print writers to accept, but audiovisual programs, such as

videotape, film, and multimedia slide shows, are considered more credible than the printed word. This is probably because of the one-to-one relationship between production and viewer: It seems more like face-to-face communication.

Video

Some 14,000 private corporations and another 13,000 schools and nonprofit organizations are now using videotape in training and for internal communication. Regular in-plant newscasts have high viewership and high credibility, and production time can be as short as a few hours. Administrators and other news sources seem more personal on the screen than in print. The low-contrast image from tape gives the illusion of a "live" telecast. (That's why soap operas use tape.)

Acquiring production facilities or outside help can be expensive. There are some economies in that tape can be reused, but a video news service is bound to require more staff time and expertise. However, those who have dabbled in tape find that doing the production "brings people together" in ways that never happen in producing print media.

Marketing the product is a likely problem at a college or university. Finding locations to show the newscast to a large portion of the workforce can be difficult if people and buildings are scattered without any central gathering place comparable to the corporate cafeteria.

Film

In its ability to appeal to the emotions, 16mm film is unmatched in any medium. With its large colorful images in a darkened room, film commands undivided attention. It is a more abstract, artistic medium than videotape. Even when film appears on the television screen, it has a different "look" than videotape. It does not lend itself to news production because it is slow and expensive to produce and usually requires the services of outside professionals. Film is also difficult to update or change, but it is a superior medium for fixed messages that need emotional impact, such as recruiting pieces.

Slides, Multimedia

As compared to video and film, slide/tape programs offer the highest image quality. With multiple projectors and high fidelity sound in the form called multimedia shows, they are the most effective form of audiovisual communication if you want to impress an audience or communicate detailed

information with graphs and charts. The most compelling advantage is that production costs are much lower than other forms of audiovisual media. You can update the visuals easily, but the fixed nature of the soundtrack makes slide/sound shows most useful for fixed bodies of information, such as employee orientation, fringe benefits, and so on.

Bulletin boards

Attractive bulletin boards that you continuously update with fresh material and keep free of clutter enjoy high readership. A bulletin board program is inexpensive to operate, and it is an ideal augmentation of a monthly periodical because it provides a means of announcing breaking news in a matter of hours. The boards also allow you to selectively place materials that are not of general interest to the whole organization.

The principal disadvantage of bulletin boards is that they require constant attention to keep them fresh and communicative. You must specially design and produce materials for them.

Telephone hotlines

The main reason for having a recorded hotline news service for employees is to prevent inaccurate rumors during a crisis. It provides the quickest way of making information available to your people. If employees are wondering if the school is going to close for the day because of a snowstorm, or if rumors are spreading that low enrollment might cause a layoff, you can use the hotline to give employees accurate information until you can provide more details through another medium.

The telephone can also act as a form of two-way communication if you use it to run a question/answer service. Some institutions already have such a service for the public, and it takes little effort to create an internal version.

Hotlines need continuous attention because employees will forget them in a crisis unless they are used to using them as a source of information. Hotlines also create a broadcast-like urgency about gathering accurate information and acquiring release-approval.

Special publications

The mainstay for communicating detailed information continues to be printed media. The most likely occasions to generate special publications are when part of your audience might miss an item in your periodical, when the material will

be needed for reference, or when the details of the content are of interest to a relative few. Another application is when a particular item would use up the entire format space of the periodical. The possibilities are limitless, but some common alternatives are an employee annual report, employee handbook, and payroll stuffers.

Annual reports to employees are becoming popular in industry, and 43 percent of the University of Utah staff members said they would like to receive one. About the same number expressed interest in the employee handbook. A handbook provides a reference for fringe benefits, retirement plans and the like, as well as for campus programs available to employees. Handbooks offer a permanent, organized format that is not possible with piecemeal coverage in a periodical.

Payroll stuffers are useful because they are a sure way to place a message in the hands of every employee and they are inexpensive to circulate. However, readership may not be as high as one would think.

In evaluating all of the media alternatives, remember to match the medium to the message. For a particular purpose, it might make more sense to use a lapel button or a skywriter.

Time now to look at the considerations of adding any or all of the above to your communications system.

Operating face-to-face programs

Although any form of internal communication requires the blessing and involvement of top administrators, this is especially true with face-to-face communication. At first, many managers will see such activity as simply an invitation to expose themselves to unnecessary criticism. When they get over this fear, administrators begin to enjoy the benefits of increased credibility and understanding that usually result. Described here are types of face-to-face programs that can augment the techniques of interpersonal communication that should be part of day-to-day management.

The strength of such programs is that they require the attentions of professionals who are in the business of communicating. These staff members usually come from the public relations or news information office. They might work behind the scenes in coordinating meetings for management or up front in conducting meetings themselves. The communicator keeps the activity focused on its objectives and integrates the activity into the overall employee communications system. Professionals in personnel or employee relations are strong in interpersonal relations with employees, but they are not used to viewing their activities as part of a media system.

Colleges and universities have a head start in face-to-face communication because they are used to using committees to solve problems. The trick is to apply the same approach in the realm of the support staff. Large meetings are occasionally useful for explaining a particular situation, but clearly the preference is for small meetings as the basis of your program. Small meetings can serve three main functions:

1. Problem solving. Members of a small group of three to eight can stimulate each other into finding creative solutions to problems. Just as importantly, the members' involvement creates a better understanding of the problem and a commitment to whatever decision the group makes.

The group leader must clearly state the problem to be solved. Next, the group identifies all possible solutions. The group leader should ensure that debate on the merits of each possibility does not begin until the list of alternatives is complete. Some groups use the technique of "brainstorming" to stimulate each other, a rapid blurting out and listing of raw ideas. In the discussion phase that follows, the group evaluates the pros and cons of each solution, without taking positions as to what's "yours" and "mine." Taking a vote tends to solidify positions, so it's better to work by consensus if possible.

2. Information exchange on goals and functions. In this format, middle management can bring together a group of about 30 line employees to brief them on "what's going on" and invite their thoughts on any subject they want to talk about. It might not hurt to plant one legitimate question, just to get things going.
3. Provide management with employee feedback. Ironically, a manager can use face-to-face communication to gather information that employees might not say to the manager's face by using the services of the periodical editor or other internal communications professional. In this approach, the journalist/communicator acts as a facilitator for an ongoing series of meetings with groups of about a dozen employees with no supervisors present. The facilitator should take no notes or recordings, but simply list the conclusions of the group on a chalk board. Only items of group consensus are reported to management.

Follow-up is essential. Participants in the meeting should receive a report on actions taken as a result

of their suggestions. Other media should cover items of general interest.

You can reduce resistance by supervisors to such activities by holding some of the meetings with groups of supervisors, especially at first.

Using audiovisuals

In most private companies, the big stumbling block in using videotape newscasts is the lack of production facilities. Some have solved this problem by investing in equipment for training, with newscasts as a secondary use. On the other hand, a typical university might have a half dozen video production facilities being used for everything from instructional support to public television. It's a shame not to use such resources internally as well. For those with no in-house facilities, production/consulting firms are springing up all over the country that will, for a price, handle all phases of production including scripting.

If you are simply displaying printed texts on the television screen, you aren't using video. Television has its own appeal, based primarily on its visual imagery and its own set of commandments for effective presentation. In order to have a professional-looking production, you need the services of someone who understands these commandments, who "speaks video." Such experts, usually to be found on your own campus, can help with shooting, editing, special effects, and the like, but the internal communications professional must keep control of the content and emphasis, with the goals of the communications program in mind.

Of all media, film is the one that most requires the help of expert production people. They not only provide the mechanics of editing and printing, but also a sense of what will work in exploiting the unique characteristics of the medium. If you do produce a film, put several short public service announcements on the end, made with film outtakes. You will avoid the considerable expense of lab footage minimums on printing that you would incur if you did the PSAs separately.

You can usually handle slide shows in-house. Here again, production people from your campus media center can help you avoid any pitfalls. The most common errors are: including editorial material for which you have no visuals ("shopping list narration"), not writing the script for the ear, and using too many or too few slides. In a single-projector show, slides should be on the screen for an average of about five seconds. AV people or even salespersons can show you the mechanics of producing the

soundtrack and programming the slides to it. (It's not difficult.) If you decide to use a multimedia show, you are going to want the production services of a specialist.

Communicating with bulletin boards

The use of existing general purpose bulletin boards for your internal communication program is a mistake, because nowhere are such boards more cluttered than on a college campus. Construct new boards and include graphics that make their purpose and function clear, perhaps tied to the "look" of your periodical. Locate the boards where most employees will encounter them at a time when they have time to read them. Near lunchrooms, by elevator banks, in library lobbies, and even at bus stops are likely locations. You will probably find that you can reach a large portion of the audience with relatively few boards, but you'd need many more boards to make them accessible to everyone. You will probably have to compromise and hope that your messages are so compelling that people will go out of their way to read them.

It is essential that you maintain complete control over the content of the boards; readability, appearance, and credibility are at stake. Many organizations use a system wherein a nearby individual is responsible for maintaining each board. Often this is a secretary, but security guards, mail carriers, and so on have been used. Send the centrally-produced materials to this person with posting instructions, especially as to when to remove each item. Most items should stay up a week or less. Pay frequent attention to your board-tenders to recognize their efforts and to make sure they understand and support the program.

You should design the boards with eye-catching graphics. Many organizations subdivide boards into topical areas, each with its own graphic identification, such as news briefs, personnel items, personality pieces, career development, recreation opportunities, and so on. Use bulletin board locations as an attention-getting drop-off point for publications you already produce, including the campus calendar of events, faculty senate reports, and the like.

Many communicators print bulletin board materials on brightly colored paper, even though color might slightly affect readability. The changing colors from one day to the next help show that you are updating the material frequently. Some organizations use forms with large pre-printed category headings that give a professional look, even if the message itself is typewritten.

Set aside a section of each board for mandatory postings required by the U.S. Department of Labor and other agencies. Some organizations print all of these on a single sheet,

sized so that each meets the minimum size requirements. You can augment these posters with a permanent posting of your own that gives the specifics of how an individual can seek assistance at your school with an employee relations problem, a discrimination complaint, or other personnel problems.

Keep bulletin board copy brief. Write in short sentences--broadcast-news style. When appropriate, use the bulletin board to call attention to upcoming periodicals featuring articles with more details. Remember to use each medium for what it does best; the bulletin board is not the place for lengthy explanations.

Operating telephone hotlines

Telephone hotlines offering a calendar of events or a list of job openings are a start, but they do not fully exploit the virtues of the hotline medium. Establishing a full-service employee hotline is relatively simple. If you don't already have the equipment, all you need is an assigned telephone extension and a machine to record your message and play it to callers. Once it's in place, give it extensive coverage in your other media so employees will be in the habit of using it the first time a crisis comes up.

Operating a hotline is like having your own radio station. Write and present the information in a broadcast style delivering short reports in short sentences. Change the message every few days, and, for fast-breaking news or during a crisis, update as often as every hour. You will need administration support to obtain the rapid approvals to release information. But remember, the hotline is your best opportunity to increase credibility with employees by informing them of developments before they appear in the news media.

Targeting special publications

An employee handbook should contain all of the solid material about retirement plans, grievance procedures, anti-discrimination policies, fringe benefits, sick leave, vacation policy, and so on, but it should also serve as a reminder and reference for all the other benefits of campus employment. For example, it could cover tuition discounts, campus recreation, opportunities to join organizations, athletic and cultural events, and even little services like the shuttle bus and your hotline. With all due respect to the dedicated people in personnel offices, they will tend to produce a handbook written in official language that concentrates on government regulations. They need the help of a professional communicator.

An employee annual report is a format for in-depth explanation of the goals of the institution, how it and

higher education are doing generally, and what to expect in the future. A detailed annual report expresses a recognition by the administration of the mature interest employees have in the institution.

It can be debated how many employees read payroll stuffers, even though everyone gets one. The institution should have a policy limiting what sort of material can be included. Too many items with the check will be interpreted as junk mail.

What's happening in higher education

In preparation for this chapter, a short survey went to the public relations directors of 100 colleges and universities all over the nation. The sample was not statistically random, but it included large and small schools, public and private. It seems likely that the schools more active in internal communication were also more likely to answer the survey, so the 65 responses do not yield absolutely reliable percentages. However, the responses do provide a sense of where colleges and universities are placing their priorities in selecting media for internal communication and future plans.

Of the 65 responses, 28 said that their own employees would rate themselves as "sufficiently" informed. Only four said "highly" informed, but only two said "poorly."

Almost all of the respondents said their schools produce a periodical especially for administration, faculty, and support staff--a higher rate than one might expect by scanning the sample publications displayed at CASE conferences. Almost half circulate their alumni paper to support staff, and about two thirds send it to faculty. Employee handbooks and orientation programs are common, but fewer than a third use payroll stuffers or suggestion boxes.

Video news programs for employees are extremely rare at universities, if indeed there are any at all. Some schools, notably Pasadena City College, use video programs on particular topics, such as fringe benefits. Ohio State has used video for communication among student leaders at scattered locations, and Texas Christian has been successful in placing shows about campus activities with local television stations.

Almost a fourth of the survey respondents indicated that they are using some form of telephone hotline. These are usually event calendars, job listings, or question/answer services for the public. In a novel application of the hotline idea, some institutions are making such information available through departmental computer terminals.

More than half the respondents indicated that they use large or small meetings to communicate with faculty, while about a third use meetings for support staff. But the responses also suggest that face-to-face formats are not regarded as a medium for use by journalist/communicators in the public relations/news information operation.

According to the responses, a calendar of events is the most commonly covered subject in internal communication, followed by personnel items such as fringe benefits, policies, promotions, and so on. Also frequently covered are actions of the governing board, faculty accomplishments, individual recognition, legislative matters, service awards, job openings, personality features, research, and general institution-related news. Some institutions included such subjects as national news affecting the school or higher education, recreation, department functions, meeting reports, future prospects, and "crisis stuff like security."

The TPF&C survey referred to earlier in this chapter included a section on what subjects employees want to know about. Here is the list, in the order that University of Utah employees said they were "very interested" in being informed.

1. Opportunities for job advancement
2. The organization's plans for the future
3. How external events, such as government regulations and economic factors, affect my job
4. Personnel policies and practices
5. How-to information related to my job
6. How the organization can improve productivity
7. The organization's involvement in the communities where we are located
8. How my job fits into the overall operation of the organization
9. Where the organization stands on current issues such as energy, product safety, legislation, and the environment
10. How we're doing vs. the competition
11. Financial results
12. How the organization uses its profits

13. Products and operations of divisions and departments other than my own
14. Plans for promoting and advertising our products or services
15. News of personnel changes and promotions
16. Human interest stories about other employees
17. Personal news (e.g. employee birthdays, anniversaries, retirements)

A little interpretation: The leading topic, opportunities for job advancement, also got a fairly high level of "not particularly interested" responses, including 9 percent of those over age 55, so one could say that the topic of greatest general interest is the organization's plans for the future because almost everyone is at least "somewhat interested."

The preferences expressed also illustrate that employees are much more sophisticated in their internal communication interests than the editors of 1950s "house organs" ever realized.

Personal conversations with small groups of employees about their preferred topics give a slightly different picture. In a series of meetings at Utah, employees expressed the desire to feel a part of the accomplishments of the institution in research, athletics, and academic excellence, thus signaling the appropriateness of sending them the alumni paper. At the personal level, employees also seemed more interested in recognition items than the survey showed. On reflection, it seems that the interest is in recognition for themselves and their departments, not in other people or departments. A few see reports of service awards, weddings, and big fish as genuine recognition, but most regard them as wasted space in the periodical.

In any case, employees are interested in a wide variety of topics, many of which lend themselves to some media and not to others.

The survey of 100 CASE members asked respondents to reflect on plans for the future. This item was often left blank, but reading between the lines suggests that in a time of budget cuts, many schools would consider it an accomplishment to maintain their present level of internal communication. (On the other hand, some say that hard times are when you need it most.) Others are looking toward fundamental changes. Some say they intend to reorganize so that internal communication responsibility will be more clearly defined or consolidated. The most frequent desire is to improve the format of the faculty/staff periodical and

increase its frequency. The most often contemplated new medium is the use of videotape or some form of cable television.

Still more alternative media possibilities will likely emerge in the future.

In any case, employees of the future are going to expect a higher order of communication than has been considered adequate in the past. They will regard the communications climate as a factor in the quality of the workplace. If higher education cannot compete equally with industry in salaries, then it would do well to excel in working conditions--hence the need for communication. And excellence in communication requires a multifaceted approach; you cannot achieve excellence with a single medium.

Chapter 10

ENHANCE PRODUCTIVITY WITH EFFECTIVE INTERNAL COMMUNICATION

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Between 1977 and 1981, in spite of inflation, the cost per student at Lane Community College in Eugene, Oregon increased less than 1 percent. Spending obviously was restricted, yet a motivated staff devised and implemented numerous innovations to improve the quality of services. Here are just a few.

- * Staff learned that television courses could be offered at \$200 per full-time equivalent student less than classroom instruction. They found ways to increase TV enrollment by 33-fold over four terms.
- * Social Science instructors were concerned over the growing amount of time they devoted to testing rather than teaching, so they created a computerized testing and scoring process. The same people, rather than take time to copy student names from computer printouts into grade books, used the printouts as grade books.
- * Nursing faculty found that 21 committees were trying to schedule meetings on Monday--the one day all staff were on campus. They replaced meetings with simpler means of communication, such as memos and bulletin boards.
- * Instead of writing letters, 19 departments sent post cards. If everyone on campus used this approach, the college could save \$2,428 and 135 hours of work time annually.
- * Teachers created computer programs to teach such things as chemistry symbols and music pitch and note reading. They found that microprocessors are valuable teaching aids for drilling students on simple skills.

- * A counselor telephoned dropouts, and 20 percent of them returned to class.

Hardly earth-shaking examples, but they're the stuff of which productivity is built and on which could rest the survival of post-secondary institutions as we know them. Management professor/consultant/author Peter Drucker says organizations--to remain viable--should aim at raising productivity 50 percent during this decade while holding staff size static. Possibilities for maintaining quality services and continuing to raise our standard of living may hinge on that 5 percent annual gain.

Productivity begins with communication

So, what has this to do with internal communication? Everything! The organization isn't productive, its people are. Employees don't work for the institution, they are the institution. They make up its character and determine its success. The organization is their reflection. An institution earns its employees' trust and commitment to productivity through a number of communication activities. Communications help employees realize that building the institution is in their self-interest; they thereby build themselves.

Building trust and commitment as a foundation for productivity efforts isn't an overnight proposition. It takes years of consultative management by managers; and the president plays an important role. He or she must be ready to listen, even when staff want something the president can't give. Nurturing trust implies a humane sensitivity to staff desires to participate in the shaping of the institution. To increase productivity, top management must foster universal involvement while it provides direction and maintains authority.

Studies at General Motors and AT&T show that worker perceptions of top management have a stronger, more direct influence on job satisfaction than any other factor. The researchers say the impact is even stronger than salary and fringe benefits.

What do employees want?

Employees want management to inform them ahead of time about changes that will affect their jobs. They want to know that management cares about how employees feel about their work and that management is open and honest in dealing with them. They want management to show them that it is knowledgeable, competent, and responsible. Fulfilling these expectations requires visibility: Managers must listen to,

mix with, and respond to staff members. Enthusiasm, initiative, loyalty, and devotion aren't for sale; they have to be earned.

Here are just a few of the ways we try to get people involved at Lane:

- * A college cabinet of representatives of staff organizations meets weekly to offer input about decisions.
- * The decision-making process includes public hearings so that staff can make their views heard.
- * Union leaders have places at the Board of Education table and have the right to speak bluntly.
- * The president has an open-door policy.
- * Board of Education meetings are open.
- * Our institutional bill of rights speaks to staff/student involvement.
- * We hold periodic "grill the deans" meetings where staff can ask any questions they wish.

Recognition for good service is important, too. Lane gives employees awards, such as to the classified employee of the year, to the instructor of the year, and to employees who make outstanding vocational contributions. Those who have put in 10 years of service receive certificates. Lane offers souvenir photos for those who receive awards, and holds periodic social events for all staff. A daily house publication features a Good Word section that praises fine work. And the president recognizes outstanding contributions with a continuing stream of thank-you notes and commendations.

This is not to suggest that all is sweetness and light on the Lane campuses. We do believe, however, that management performance, as staff perceive it, primarily determines staff attitudes. Though self-interest determines attitudes, staff must be predisposed toward a positive outlook before they can commit themselves to productivity.

Pushing into productivity

Lane eased into a full productivity push by sporadically launching projects to improve efficiency and effectiveness over at least a decade. In the mid-70s, we began securing federal excess equipment at a fraction of its original cost and developed an energy management system. These management practices earned the college a \$10,000 cost-cutting award

from the U.S. Steel Foundation and the National Association of College and University Business Officers.

At the same time, the college accomplished a board-mandated 9 percent increase in instructional loads. By 1979, staff task forces, in cooperation with the National Community College Productivity Center at Dallas, were easily meeting goals of 5 percent reductions in energy use and student attrition, and a 5 percent gain in staff productivity.

In 1981, a management consultant conducted separate workshops on productivity possibilities for Board of Education members and staff leaders. In the absence of a productivity model anywhere in post-secondary education, Lane people learned all they could about industrial models in the U.S. and Japan and studied ways to apply them in an education setting. Trial-and-error testing made it clear that we would have to adjust systems developed to upgrade assembly-line performance to apply them to the intangibles of education. We saw, however, that we could do the job.

To raise staff awareness, we started a three-times a year magazine. The magazine gave staff opportunities to share productivity and quality-raising successes, to contribute thoughts and ideas, and to generally enhance discussion. Issue number 12 of Focus on Productivity was published in spring 1984; by that time nearly 150 people had volunteered articles. Focus group research verified that the magazine had indeed raised the visibility of the productivity effort among readers.

Quality circles start turning

Fragmented efforts across campus convinced the president that the program needed centralized leadership. Based on staff input, a Productivity Center was organized July 1, 1981 with then-Mathematics Department Head Casey Fast as director. The center undertook various research functions to work toward verifying productivity results. An appointed staff-student Productivity Steering Committee guided center activities. We employed outside management consultants to offer counsel and train facilitators. The facilitators, in turn, trained and advised participants in a system that would become the foundation for our productivity efforts. This system was called "Quality Circles."

A couple of decades ago, the Japanese studied American management techniques and adapted some to produce the quality circle. American managers picked it up and now about 800 industrial firms use it successfully. Lane apparently was the first to use it in education; other Oregon community colleges are now using it as are community colleges such as Miami-Dade in Florida and Central Piedmont in North Carolina.

A quality circle is a group of five to 10 people who work in the same department. Participants voluntarily meet an hour a week on college time to identify, analyze, and solve work-related problems and implement solutions proposed to and approved by management. It's a way to unite people against a problem in a positive team approach. It's bottom-up, participative management. An outgrowth of the quality circle is the verteam (from vertical, as in the levels of a typical organization chart). A verteam is a quality circle with members from a number of departments. Verteams work on problems that cross departmental lines.

Quality circles have been described as "just another committee, but with brains." Rather than simply appointing members and putting them on their own to sink or swim, management trains quality circle members in problem-solving techniques before letting them loose to attack the problem. Among the techniques are these:

- * Brainstorming to identify problems, causes of problems, and potential solutions, and ranking them in priority order.
- * Data gathering and analysis through interviews, surveys, and checklists to verify or explain the existence and nature of a problem.
- * Pareto analysis, by which members analyze and compare statistical data through use of a bar graph to prioritize problems.
- * Cause-and-effect analysis to pinpoint major reasons for a problem by examining potential causes, such as machinery, methods, materials, and people.
- * S-T-P analysis (situation, target, potential solutions) to identify types of information needed to solve a problem.
- * Force-field analysis to identify forces helping and hindering problem resolution.
- * Cause-effect analysis to work backward from a problem to its cause in order to see where the breakdown may have started.

It's easy to see that employees who master such skills can become managers of the problems they attack. They become more effective in their specialized assignments, and thus have more control over the quality of their work life. They will tend to require less supervision, enabling the institution to operate with fewer middle managers.

Quality circles are thus a staff development activity, too, though at Lane we also have a staff development person who focuses on additional and alternative ways to help staff grow. Productivity comes from developing people. "One learns," says Drucker, "in order to do better what one already knows how to do well." We have dozens of staff development sessions annually to help staff improve their skills. Our people determine our future; whatever it costs today to support their development, we must do to prepare for tomorrow.

Doing better with less

Trained, motivated people raise quality, and that's a key to productivity gain. Productivity at Lane is not only doing more with the same or less, it's doing better. Where there is quality, enhanced output follows. Since quality results are unlikely to occur unless staff are attracted, rather than pushed, toward college goals, the participative quality-circle way seems a natural approach to achieving the productivity we must have.

We've found that small successes feed on themselves and give the program momentum. Our first 10 quality circles involved about 100 people who talked to others and infected them with their enthusiasm. Scores more of employees have applied for circle membership; we'll accommodate them as we train more facilitators.

Lane people seem to be developing an open mind to technology as they seek ways to improve services. This is an important facet of a productivity effort because almost every large-scale improvement relies upon the ability of people to translate scientific and technical discoveries into new or improved services. The country is in an electronic renaissance and the education field should find ways to use these tools to the maximum.

Television is so ubiquitous as to be as much an environment as a communication medium. Community colleges such as Coast in California, Miami-Dade in Florida, and Dallas in Texas have extensive production facilities and use TV extensively. Lane operates Channel 24 in our community and airs more than 50 hours a week. TV has "miles to go and promises to keep," but institutions that want to be productive cannot ignore it.

Microprocessors have so much potential for instructional use that nothing can prevent them from becoming one of the most revolutionary educational devices in history. And managers, through such programs as Visicalc, are just beginning to scratch the surface of ways the little machines can help them enhance productivity. The ways to build a better mousetrap are out there.

Communicators can promote change

We educators somehow ignore the irony that we, whose purpose is to induce change, are ourselves among the slowest to change. Little substantive difference exists between the way we do things now and how we did them in the past. Compare our heel-dragging to advances in other areas: The DC-3 of World War II and today's Boeing 757, for example. Or how many of us as kids tuned in tube radios to hear "Jack Armstrong, the All American Boy" or "The Shadow"? There's quite a difference between that time and today's kids watching "Electric Company." Too much of education is still running on tubes while the rest of the world has long since switched to transistors and then to chips.

Don't argue that such decisions are made at a higher level than that of people in communications roles. The job of communicators is to move in the direction of the institution's problems and challenges. One advantage of the quality-circle system is that it lends itself to upward problem solving. Rank-and-file staff take on a significant part of the supervisor's role, freeing him or her to take on responsibilities for helping solve his or her bosses' problems. Everybody finds an opportunity to grow.

Communicators need to make the future happen for them, rather than to them. As Drucker suggests, they must concentrate on tasks of major importance that will continue for years. They should ask themselves, "What have I contributed that makes a real difference to my institution?" The only justification for keeping communicators on staff is because they have helped improve the effectiveness of other employees and the total organization.

Obviously, productivity is "hot" these days. Communicators have a great opportunity to tell what it is and can be and to influence those staff who will become enthusiastic and remake the institution. Presidents can't do it by themselves. Communicators can make a key contribution because effective internal communication is essential to productivity.

Appendix

Appendix

INSTITUTIONAL INTERNAL COMMUNICATION MATRIX

The following data on 80 college and university internal communication programs represent 1982 or 1983 fiscal years in most cases. The information is drawn from CASE Recognition Award entries for those years and from responses to written or phoned inquiries by or on behalf of Lou Cartier, the matrix's compiler.

Information in a matrix such as this one inevitably changes from year to year. Nevertheless, for those curious about internal communication activities at colleges and universities like their own, the information presented here provides a valuable insight.

The matrix is presented in three parts. The first shows institution enrollment, periodical name, and the periodical editor or manager. The second part shows periodical format, frequency, and distribution. Part three shows budget, staff, and information about other internal communications. The following explanations will be helpful in analyzing the charts.

Enrollment

Enrollment reflects full-time graduate and undergraduate students. Where universities are represented by two or more campuses, enrollment figure is for main campus, unless noted otherwise. Where the publishing entity is not a college or university per se (e.g., the University of Kentucky Research Foundation or a medical center) enrollment cited here is for the parent institution, main campus.

Budget figures

Annual production costs exclude salaries. Unit costs were derived by dividing press run into cost of average issue.

Distribution

-- F,S,S refers to Faculty, Staff, Students; students are not necessarily a primary audience for the faculty/staff oriented periodical, but many campuses distribute copies in bulk, at locations accessible to students. F & S means Faculty and Staff.

-- Off-campus distribution nearly always includes members of the institution's governing board, mailed to their home or office addresses. That cohort, plus a small "V.I.P." list, is assumed

and not otherwise accounted for in this matrix.

-- Many of the larger institutions include other campuses or other installations beyond the main campus. Penn State, Maryland, Colorado, and Michigan are some examples. Coverage and distribution is most complete for faculty and staff, respectively, at University Park, College Park, Boulder, and Ann Arbor. However, unless otherwise noted, the central internal periodical of these and similar universities can be presumed to reach the branch campuses as well.

-- Matrix also includes periodicals specifically designed for members of a multi-campus system. The State University of New York's (SUNY) News is published for 64 campuses; Notice, while headquartered and edited at Berkeley, is published for faculty at the University of California's nine campuses. "Local" coverage generally is supplemented by separate weekly or bi-weekly internal periodicals on each campus.

Asterisks

University Hospitals, University of Michigan: Three issues of the Hospitals Star are inserted in the university-wide weekly, The University Record, each year, to achieve broader impact for Medical Center related news and information.

Penn State: Yearly press run is split between eight- and four-page issues. The eight-page per issue cost of \$1,356 is used here to calculate the unit cost of \$0.09 per issue. An average four-page issue costs \$915.

University of California system: Annual budget excludes costs of distributing Notice on each of the nine campuses.

Universite Laval: Au Fils des Evenements is best translated as, As It Happens.

University of Missouri system: Twenty issues published a year, half of them four pages long, half, two pages. Average costs figured for combined year's production.

SUNY system: Production costs low because of in-house composition.

Harvard: Annual budget is for printing only. Composition, postage, campus distribution costs excluded. Does not accept paid advertising, but is reimbursed by departments for editorial supplements.

I. INTERNAL PERIODICAL NAME AND EDITOR'S NAME

COLLEGE OR UNIVERSITY	PROV./ STATE	ENROLL.	NAME OF PERIODICAL	EDITOR OR MANAGER
Alabama, University of	AL	16,180	<u>Dialog</u>	Dale Allison, Director of News Services
Arizona, University of	AZ	30,000	<u>Lo Que Pasa</u>	John Rogers, Editor
Arkansas (U), at Pine Bluff	AR	2,800	<u>Wednesday</u>	Jerome Green, Director, Public Relations
Barnard College	NY	2,500	<u>Reporter</u>	Julie Michaels, Associate Director, Public Relations
Bennington College	VT	650	<u>College Week</u>	Tyler Resch, Director of Communication
Boston College	MA	14,400	<u>Boston College BiWeekly</u>	Ben Birnbaum, Editor
Boston University	MA	25,800	<u>The World at Boston Univ.</u>	Robert L. O'Rourke, Director of Public Relations
Brigham Young University	UT	26,700	<u>Y News</u>	Byron Brown, Editor
Brown University	RI	6,800	<u>George Street Journal</u>	Eric Broudy, Director, News and Information Services
California (U), San Francisco	CA	3,800	<u>UCSF Journal</u>	Marilyn M. Mower, Senior Editor
California (U), system	CA	139,000	<u>Notice</u>	Vivian Auslander, Editor
California, Irvine, Univ. of	CA	11,500	<u>UCItems</u>	Susan Church, Editor
California, Los Angeles, U. of	CA	30,000	<u>UCLA This Week</u>	Charles Halloran, Editor
Chicago, University of	IL	7,800	<u>Chicago Chronicle</u>	Sandy Goldsmith, Managing Editor
Clemson University	SC	11,500	<u>Clemson University Newsletter</u>	Jack A. McKenzie, Editor
Colorado, University of	CO	21,800	<u>Silver and Gold Record</u>	Michael Parnell, Editor
Columbia University	NY	18,300	<u>University Record</u>	Roger Hackett, Editor
Cuyahoga Community College	OH	25,800	<u>Intercom</u>	Gail Takacs, Editor
Delaware, University of	DE	15,600	<u>Update</u>	Catherine Fox Byers, Editor
DuPage, College of	IL	21,500	<u>Vision</u>	Jim Herlihy, Editor
Earlham College	IN	1,000	<u>Earlham Newsletter</u>	Richard Holden, Director of Publications
Emory University	GA	6,990	<u>Campus Report</u>	Lynn Donham, Editor
Ferris State College	MI	9,120	<u>FYI</u>	Patricia Coyle, Director, Public Affairs
Florida Intern'l University	FL	14,500	<u>Vistas</u>	Connie Crowther, Editor
Franklin & Marshall College	PA	3,000	<u>Bulletin Board</u>	Bruce Holran, Director of Public Relations
Georgetown University	DC	12,000	<u>The Record</u>	Ellen Picklin, Editor
Georgia, University of	GA	23,000	<u>Columns</u>	Larry B. Dendy, Asst. Director of Public Relations
Harvard University	MA	16,130	<u>Gazette</u>	Alfred Alcorn, Managing Editor
Hawaii (U), 7 campuses	HA	39,500	<u>Community Colleges</u>	Rebekah Luke, Editor
Iowa, University of	IO	26,000	<u>fyi</u>	Charles S. Drum, Editor
James Madison University	VA	9,500	<u>James Madison News</u>	Benjamin Critzer, Editor
Kansas, University of	KN	24,125	<u>The Oread</u>	Lynn Bretz, Editor
Kentucky (U) Research F'dn	KY	23,000	<u>Focus</u>	Susan H. Donehew, Editor
Lake Forest College	IL	1,100	<u>Spector</u>	Cathy Bridges Steman, Director, Information Services
Laval, Universite	Que.	17,400	<u>Au Fils des Evenements *</u>	Andre Desmartis, Information Director
Louisville, University of	KY	20,600	<u>Inside U of L</u>	John Chamberlain, Editor

COLLEGE OR UNIVERSITY	PROV./ STATE	ENROLL.	NAME OF PERIODICAL	EDITOR OR MANAGER
Maine (U). at Orono	ME	10,150	<u>U-M Weekly Calendar</u>	Avis M. Smith, Director of Public Information
Marquette University	WI	12,000	<u>News & Views</u>	Penelope Kelsey, Publications Manager
Maryland. University of	MD	37,200	<u>Precis</u>	Roz Heibert, Editor
Miami. University of	FL	18,870	<u>Veritas</u>	Andy B. Evangelista, Editor
Michigan (U) Hospitals	MI	35,000	<u>U-M Hospitals Star</u>	Karen Thomas, Editor
Michigan. University of	MI	35,000	<u>The University Record</u>	Hugh Grambau, Editor
Minnesota. University of	MN	55,700	<u>Report</u>	Maureen Smith, Editor
Mississippi. University of	MS	9,500	<u>Monday Report</u>	Ed Meek, Director of Public Relations
Missou i (U). system	MO	56,000	<u>Spectrum</u>	Robert Mussman, Asst. Director, University Relations
Montana State University	MT	11,000	<u>Staff Bulletin</u>	Marty Mileham, Editor
N. Carolina (U). Chapel Hill	NC	21,100	<u>Gazette</u>	Margaret Plumb Balcom, Editor
Nevada (U). at Reno	NV	9,500	<u>Item-miser</u>	Terrie Nault, Director of Information
New Hampshire. University of	NH	10,500	<u>Campus Journal</u>	Jake Chapline, News Editor
New Mexico. University of	NM	22,700	<u>Campus News</u>	Jess Price, Director of Public Information
North Dakota. University of	ND	11,100	<u>University Letter</u>	Jim Penwarden, Publications Coordinator
Northeastern University	MA	20,000	<u>The Northeastern Edition</u>	Claire Greene, Director of Editorial Projects
Ohio State University	OH	53,000	<u>On Campus</u>	Stephen A. Sterrett, Editor
Oklahoma State University	OK	22,300	<u>The Oklahoma State News</u>	Ralph Hamilton, Director of Public Informtion
Penn State University	PA	35,650	<u>Intercom</u>	William Campbell, Editor
Pittsburgh. University of	PA	29,300	<u>University Times</u>	Mary Ann Aug, Director of News and Publications
Pomona State College	CA	1,300	<u>Campus Newsletter</u>	Sandy Doubleday, Director, News Bureau
Portland State University	OR	15,900	<u>Bulletin</u>	Clarence Hein, Director, News and Info. Services
Princeton University	NJ	5,900	<u>Weekly Bulletin</u>	Dorothy Lupichuk, Cynthia Reynolds, Editors
Rhode Island College	RI	7,900	<u>What's News at RIC</u>	George LaTour, Editor
Rhode Island Sch'l of Design	RI	1,317	<u>Museprint</u>	Thomas C. Pautler, Director of Publications
Rutgers	NJ	48,500	<u>Rutgers Newsletter</u>	Douglas Frank, Editor
SUNY at Buffalo	NY	24,600	<u>Reporter</u>	Bob Marlett, Executive Editor
SUNY system	NY	383,000	<u>The News</u>	Michael P. Riley, Editor
Shippensburg State College	PA	5,900	<u>Fact</u>	Ray E. Burd, Jr., Asst. Dir., Public Relations
Southern California. U of	CA	26,000	<u>Transcript</u>	Susan Heitman, Director of Periodicals
St. Louis Community College	MO	35,000	<u>Folio</u>	Claudia Perry, Community Relations Specialist
Stanford University	CA	12,500	<u>Campus Report</u>	Patricia J. Black, Editor
Texas (U). Health Science Cent	TX	44,000	<u>Center Times</u>	Liz Willding, Editor
The American University	DC	12,400	<u>Reporter</u>	Marion Martin, Editor
Toronto. University of	Ont.	48,900	<u>The Bulletin</u>	Norma Vale, Editor
Tufts University	MA	6,900	<u>The Tufts Journal</u>	Curtis L. Barnes, Jr., Director of Communications
Tulane University	LA	10,050	<u>Inside Tulane</u>	Diana Pinckley, Director, University Relations
Vermont. University of	VT	11,000	<u>This Week</u>	Julie Becker, Jeff Couture, Editors

COLLEGE OR UNIVERSITY	PROV./ STATE	ENROLL.	NAME OF PERIODICAL	EDITOR OR MANAGER
Washington University	MO	10,900	<u>Record</u>	M. Frederick Volkmann, Director of Public Relations
Washington, University of	WA	34,500	<u>University Week</u>	Bob Burdick, Director, Information Services
Waterloo, University of	Ont.	15,600	<u>Gazette</u>	Chris Redmond, Editor
Western Ontario, Univ. of	Ont.	19,600	<u>Western News</u>	L.T. Moore, Director of University Relations
Westminster College	UT	900	<u>Campus Courier</u>	Alan Hanline, Director of Public Info. and Pubs.
Wisconsin (U) system	WI	155,600	<u>UW Memo</u>	Peter Thomas, Editor

II. FORMAT, FREQUENCY, AND DISTRIBUTION

COLLEGE OR UNIVERSITY	AVERAGE PAGES	FORMAT	FREQUENCY	DISTRIBUTION	
				FAC/STAFF/STUD.	ADDITIONAL
Alabama, University of	8	tab, newsprint	bi-weekly (20)	3,700 F,S,S	retirees, media, state officials
Arizona, University of	8	tab (14"), newspr.	weekly (38)	10,500 F,S,S	friends
Arkansas (U), at Pine Bluff	2	newsletter, 14"	weekly (42)	1,000 F,S,S	500 media, friends, state officials
Barnard College	6	folded, 8 1/2 X 17	bi-weekly	30,000 F,S,S	parents, alumni
Bennington College	4	newsletter	weekly (40)	950 F,S,S	250 alumni, media, friends
Boston College	8	tab, newsprint	bi-weekly (18)	6,100 F,S,S	400 media, friends
Boston University	12	tab, newsprint	weekly (34)	19,000 F,S,S	2,000 media, high schools, donors
Brigham Young University	4	newsletter	weekly	4,000 F & S	500 retirees, church officials
Brown University	8	tab, newsprint	bi-weekly (22)	8,500 F,S,S	500 alumni, friends
California (U), San Francisco	12	tab	quarterly (4)	16,000 staff	none
California (U), system	4	newsletter	8 X yr.	11,000 faculty	media, legislators
California, Irvine, Univ. of	4	tab, newsprint	bi-weekly	6,000 F,S,S	none
California, Los Angeles, U. of	4	tab, newsprint	weekly	10,000 F & S	18,000
Chicago, University of	8	tab, newsprint	monthly (15)	10,500 F,S,S	70 media reps
Clemson University	12	newsletter	weekly (36)	4,000 F & S	none
Colorado, University of	8	tab, newsprint	weekly (40)	10,000 F,S,S	some alumni, community reps
Columbia University	8	tab, newsprint	weekly (30)	13,500 F,S,S	3,500 key alumni, media
Cuyahoga Community College	8	mini-tab	monthly (10)	3,200 F & S	state officials, friends
Delaware, University of	12	tab, newsprint	bi-weekly (18)	3,500 F & S	1,500 prospec. donors., high schs.
DuPage, College of	12	tab	6 X yr.	1,300 F & S	150 media reps
Earlham College	8	newsletter	weekly (45)	430 F & S	70 retirees, donors
Emory University	12	tab, newsprint	bi-weekly (18)	10,000 F,S,S	alumni
Ferris State College	6	newsletter	weekly (40)	1,700 F & S	none
Florida Intern'l University	4	tab	bi-weekly (12)	3,000 F,S,S	none
Franklin & Marshall College	12	newsletter	weekly (32)	1,600 F,S,S	retirees
Georgetown University	8	tab, newsprint	monthly (10)	4,500 F & S	none
Georgia, University of	4	tab, newsprint	weekly (38)	5,000 F & S	2,600 employees who work off campus
Harvard University	16	tab, newsprint	weekly (48)	20,000 F,S,S	18,000 parents, others
Hawaii (U), 7 campuses	12	newsletter	monthly (9)	1,580 F,S,S	1,020 community "advisors"
Iowa, University of	8	tab, newsprint	weekly (31)	11,500 F & S	none
James Madison University	4-8	tab, newsprint	weekly	2,400 F,S,S	600 retirees, donors
Kansas, University of	8	tab, newsprint	weekly (35)	6,700 F,S,S	none
Kentucky (U) Research F'dn	10	tab, newsprint	monthly (10)	11,000 F,S,S	1,000 friends
Lake Forest College	8	newsletter	monthly	150 F & S	none
Laval, Universite	20	tab, newsprint	weekly (38)	15,000 F,S,S	5,000 media, alumni, g'vmt offices

COLLEGE OR UNIVERSITY	AVERAGE PAGES	FORMAT	FREQUENCY	DISTRIBUTION	
				FAC/STAFF/STUD.	ADDITIONAL
Louisville, University of	4	tab	monthly	3,500 F & S	--
Maine (U), at Orono	4	newsletter	weekly	3,700 F & S	friends
Marquette University	12	newsletter	bi-weekly (20)	2,500 F & S	none
Maryland, University of	4	newsletter	weekly (30)	8,500 F & S	1,500 donors
Miami, University of	12	tab, newsprint	monthly (10)	6,000 F & S	2,000 friends, media, emeritus
Michigan (U) Hospitals	4	tabloid	monthly (14)	4,100 Hospitals staff	University F & S, 3 X yr. *
Michigan, University of	8	tab, newsprint	weekly (36)	17,000 F.S.S	3,000 retirees
Minnesota, University of	12	tab, newsprint	monthly (11)	22,000 F & S	none
Mississippi, University of	4	newsletter, 17"	weekly (52)	2,200 F & S	none
Missouri (U), system	4 *	tab (14"), 50 lbs.	bi-weekly (20)	10,400 Fac., admin. staff	none
Montana State University	4-6	newsletter	weekly (40)	2,000 F & S	750 legis., media, exten. agents
N. Carolina (U), Chapel Hill	4	tab, newsprint	bi-weekly (20)	8,000 F & S	none
Nevada (U), at Reno	2	newsletter, n'sprt	weekly (32)	2,000 F.S.S	none
New Hampshire, University of	4	tab, newsprint	weekly (40)	5,000 F & S	media
New Mexico, University of	4	tab	bi-weekly (22)	6,200 F & S	600 alumni, media, high schools
North Dakota, University of	12	newsletter	weekly (52)	1,400 F & S	100 emeriti faculty
Northeastern University	12	tab, newsprint	bi-weekly (20)	8,000 F.S.S	13,000 parents, others
Ohio State University	8	tab, newsprint	weekly (25)	9,500 F & S	none
Oklahoma State University	4	tab	bi-weekly (18)	5,500 F & S	emeriti fac., exten. agents
Penn State University	8	tab, newsprint	weekly (26)	15,500 F & S	--
Pittsburgh, University of	8	tab, newsprint	bi-weekly	16,000 F & S	none
Pomona State College	2	newsletter	bi-weekly	500 F & S	none
Portland State University	4	tab (14"), newspr.	weekly (32)	1,500 F & S	none
Princeton University	8	tab, newsprint	weekly (31)	9,700 F.S.S	3,000 media, alumni, donors,
Rhode Island College	8	tab, newsprint	weekly (33)	20,000	500 media
Rhode Island Sch'l of Design	6	folded, 8 1/2 X 17	monthly (10)	2,100 F.S.S	3,800 alumni, parents, others
Rutgers	4	tab, newsprint	weekly	14,000 F.S.S	2,000 friends
SUNY at Buffalo	12	tab, newsprint	weekly (36)	F.S.S, 13,200	80 retirees, legislators, friends
SUNY system	12	tab, newsprint	monthly (10)	33,000 F.S.S	5,000 community leaders, libraries
Shippensburg State College	4	newsletter	weekly (45)	1,800 F.S.S	none
Southern California, U of	8	tab, newsprint	weekly (40)	10,000 F & S	none
St. Louis Community College	12	newsletter	6 X year	40,000 F.S.S	local community
Stanford University	24	tab (14"), newspr.	weekly (45)	12,900 F & S	2,000 subscribers, retired F & S
Texas (U), Health Science Cent	12	tab, newsprint	monthly (10)	5,000 F.S.S	5,000 alumni, media, practitioners
The American University	4	newsletter	weekly (42)	2,400 F.S.S	250 friends
Toronto, University of	16	tab, newsprint	bi-weekly (22)	12,000 fac., admin. staff	400 media, high schools
Tufts University	8	tab, newsprint	bi-weekly (22)	5,500 F.S.S	500 alumni, media, community

COLLEGE OR UNIVERSITY	AVERAGE PAGES	FORMAT	FREQUENCY	DISTRIBUTION	
				FAC/STAFF/STUD.	ADDITIONAL
Tulane University	12	tab, newsprint	monthly	4,000 F,S,S	1,500 friends, prosp. students
Vermont, University of	4	tab, newsprint	weekly (39)	3,600 F & S	700 alumni, friends
Washington University	4	tab	weekly	9,700 F,S,S	1,200 friends,
Washington, University of	6	tab	bi-weekly (26)	15,000 F,S,S	none
Waterloo, University of	8	tab, newsprint	weekly (40)	10,600 F,S,S	400 government contacts
Western Ontario, Univ. of	12	tab, newsprint	weekly (42)	14,500 F,S,S	--
Westminster College	4	newsletter	bi-weekly (22)	350 F & S	key donors
Wisconsin (U) system	4	newsletter	bi-weekly (17)	15,000 fac, academic staff	none

III. BUDGET, SUBSCRIPTION, AND OTHER PERIODICAL INFORMATION

1 COLLEGE OR UNIVERSITY	BUDGET			TOTAL STAFF	FTE	SUBS.- CRIPT.	ADS.	OTHER PERIODICALS	CIRCULATED INTERNALLY	CASE AWARDS (NATIONAL)
	ANNUAL, NON-SALARY	AVE. ISSUE	UNIT COST							
Alabama, University of	\$36,000	\$1,800	.48	1	1.0	yes	no	--	--	--
Arizona, University of	\$24,000	\$635	.06	5	2.25	no	no	--	--	--
Arkansas (U), at Pine Bluff	\$1,700	\$40	.03	1	.5	no	no	--	--	--
Barnard College	\$43,200	\$1,800	.06	3	.6	no	no	weekly newsl'r, calendar for staff	no	no
Bennington College	\$500	\$20	.02	5	.33	yes	no	no	--	--
Boston College	\$12,000	\$700	.10	10	2.0	no	no	--	--	--
Boston University	\$40,000	\$1,200	.07	12	--	yes	no	--	--	E.A. 82
Brigham Young University	\$13,000	\$280	.06	3	--	no	yes	--	--	--
Brown University	\$16,000	\$1,000	.12	5	2.0	yes	no	periodical for Med. Sch. F.S.S, 3 X per year	E.A. 83, E.A. 82	--
California (U), San Francisco	\$24,000	\$6,000	.38	5	--	no	no	bi-weekly calendar, U system newsletter	E.A. 83	--
California (U), system	\$8,000 *	\$1,000	.09	1	.75	no	no	bi-weekly newsletter for system staff*	no	--
California, Irvine, Univ. of	--	--	.10	--	1.0	no	no	--	no	--
California, Los Angeles, U. of	--	--	--	--	--	no	no	--	no	--
Chicago, University of	\$26,000	\$1,970	.18	8	4.5	no	no	--	--	Cit. 83
Clemson University	\$30,000	\$750	.19	4	--	no	no	6 X yr. external tab, ad hoc news sheet	--	--
Colorado, University of	\$45,200	\$1,130	.11	3	2.5	yes	yes	--	--	--
Columbia University	\$75,000	\$2,500	.14	7	4.1	yes	no	monthly <u>Memo</u> from faculty assoc.	--	--
Cuyahoga Community College	\$6,000	\$600	.10	9	--	no	no	no	--	--
Delaware, University of	\$41,000	\$2,328	.54	5	1.6	no	no	development insert, <u>Focus</u> , 6 X yr.	Cit. 83, E.A. 82	--
DuPage, College of	\$6,300	\$1,100	.73	5	.5	no	no	--	--	Sp. Mt. 83, E.A. 82
Earlham College	\$5,000	\$110	.22	--	.25	no	no	faculty handbook, "fact" book updated yearly	--	--
Emory University	\$29,000	\$1,400	.14	6	3.0	no	no	--	--	--
Ferris State College	\$2,000	\$50	.03	4	.4	no	yes	no	no	--
Florida Intern'l University	\$10,100	\$840	.28	5	--	no	no	--	--	--
Franklin & Marshall College	\$4,500	\$140	.08	1	--	no	no	--	--	--
Georgetown University	\$6,400	\$780	.17	3	--	no	no	no	--	--
Georgia, University of	13,500	\$365	.05	--	1.0	no	no	monthly calendar, quarterly research pub.	Grand 79 (program)	--
Harvard University	\$131,000 *	\$2,729	.07	12	10.0	yes	yes*	<u>The Balloon</u> , monthly insert, staff benefits	no	--
Hawaii (U), 7 campuses	\$9,550	\$1,060	.41	3	.80	no	no	--	--	--
Iowa, University of	\$28,000	\$890	.07	3	2.25	no	yes	no	no	--
James Madison University	\$13,600	\$395	.13	4	--	no	no	--	--	--
Kansas, University of	\$20,000	\$570	.08	2	1.3	no	no	Comment, faculty control, "academic" issues	no	--
Kentucky (U) Research F'dn	\$10,300	\$818	.09	7	2.5	no	no	<u>Communi-K</u> , weekly U-K tab	E.A. 82	--
Lake Forest College	\$50	\$8	.05	2	.6	no	no	no	Cit. 76	--
Laval, Universite	\$100,000	\$2,500	.11	7	--	no	yes	--	--	--

COLLEGE OR UNIVERSITY	BUDGET				FTE	SUBS.- CRIPT.	ADS.	OTHER PERIODICALS	CIRCULATED INTERNALLY	CASE AWARDS (NATIONAL)
	ANNUAL, NON-SALARY	AVE. ISSUE	UNIT COST	TOTAL STAFF						
Louisville, University of	\$12,000	\$866	.22	3	.5	no	no	no		no
Maine (U), at Orono	\$8,500	\$180	.05	--	.5	no	no	no		--
Marquette University	\$6,000	\$300	.12	3	1.0	no	no	Marquette, quarterly external periodical		no
Maryland, University of	\$16,000	\$500	.05	3	1.0	no	no	--		Cit. 80, Cit. 81
Miami, University of	\$13,000	\$1,300	.16	6	2.8	no	no	--		E.A. 83
Michigan (U) Hospitals	\$23,600	\$1,650	.40	4	2.0	no	no	weekly bulletin, 3 X yr. external tab		E.A. 83
Michigan, University of	\$70,000	\$2,000	.10	5	3.0	yes	yes	monthly management newsletter		E.A. 83, Cit. 82
Minnesota, University of	\$28,000	\$2,700	.12	4	1.5	no	no	weekly <u>brief</u> , two-page internal newsletter		--
Mississippi, University of	\$11,000	\$212	.10	--	.5	no	no	--		--
Missouri (U), system	\$18,400	\$920	.09	2	1.2	no	no	<u>Mizzou Weekly</u> at Columbia campus		Cit 80
Montana State University	\$13,500	\$250	.11	2	.5	no	no	summer weekly for students, staff, visitors		--
N. Carolina (U), Chapel Hill	\$15,200	\$760	.10	5	1.5	no	no	--		--
Nevada (U), at Reno	\$2,325	\$75	.04	1	.2	no	no	<u>UNR Times</u> , external monthly tab		--
New Hampshire, University of	\$16,200	\$400	.08	2	1	no	no	--		--
New Mexico, University of	\$15,000	\$680	.10	--	.5	no	no	--		--
North Dakota, University of	\$6,500	\$125	.09	2	.5	no	no	lim. dist. of alumni magazine, 9 X year		--
Northeastern University	--	--	.15	10	3.5	no	no	--		no
Ohio State University	\$33,000	\$1,320	.14	---	2.0	no	no	---		cit. 82, cit. 80
Oklahoma State University	6,500	\$370	.07	--	.65	no	no	--		--
Penn State University	\$28,300	\$1,360	.09*	3	2.0	no	no	"unit" newsletters, lim. dist. alumni mag.		--
Pittsburgh, University of	\$20,000	\$850	.05	6	5.0	yes	no	--		--
Pomona State College	\$800	\$400	.80	--	.25	no	no	no		--
Portland State University	\$13,400	\$410	.26	4	1.2	no	no	--		--
Princeton University	\$50,000	\$1,500	.12	--	3.0	yes	no	--		cit. 83
Rhode Island College	\$15,000	\$555	.22	7	4.0	no	no	--		Cit. 82
Rhode Island Sch'l of Design	\$11,000	\$1,100	.19	3	--	no	no	--		--
Rutgers	\$18,000	\$725	.05	4	2.25	yes	no	--		--
SUNY at Buffalo	\$45,000	\$1,450	.10	10	3.9	no	no	cultural affairs calendar, 4 X year insert		E.A. 83
SUNY system	\$24,000 * \$2,400		.15	9	--	no	no	--		--
Shippensburg State College	\$1,620	\$36	.02	4	.6	no	no	--		--
Southern California, U of	\$50,000	\$1,250	.12	7	--	no	no	monthly alumni tab., some dist.		E.A. 83
St. Louis Community College	\$47,000	\$7,600	.19	---	7.0	no	no	no		E.A. 83
Stanford University	\$58,400	\$1,300	.09	10	3.0	yes	no	lim. dist. of 8 X yr. external, <u>Observer</u>		--
Texas (U), Health Science Cent	\$17,000	\$1,700	.17	10	--	no	no	---		E.A. 83, E.A. 82
The American University	\$24,000	\$552	.20	6	2.0	no	no	--		--
Toronto, University of	\$43,000	\$2,090	.17	8	-	no	yes	---		Grand 83, Cit. 82

COLLEGE OR UNIVERSITY	BUDGET				FTE	SUBS.- CRIPT.	ADS.	OTHER PERIODICALS	CIRCULATED INTERNALLY	CASE AWARDS (NATIONAL)
	ANNUAL, NON-SALARY	AVE. ISSUE	UNIT COST	TOTAL STAFF						
Tufts University	\$19,000	\$863	.14	8	2.50	no	no	--		E.A. 82
Tulane University	\$13,000	\$1,100	.19	8	--	no	no	--		E.A. 83, E.A. 82
Vermont, University of	\$16,000	\$400	.10	4	--	no	no	--		Cit. 82
Washington University	\$35,500	\$750	.06	2	1.25	no	no	--		E.A. 83
Washington, University of	\$27,000	\$930	.07	2	.85	no	no	lim. dist. of quarterly external, <u>Spectrum</u>	--	
Waterloo, University of	\$38,000	\$950	.09	5	3.0	yes	yes	lim. dist. of quarterly alumni tab.	no	
Western Ontario, Univ. of	\$61,000	\$1,450	.10	8	4.2	yes	yes	--	--	
Westminster College	\$990	\$45	.13	2	.2	no	no	lim. dist. of external quarterly <u>Newscope</u>	--	
Wisconsin (U) system	\$6,100	\$360	.02	2	.25	no	no	--	no	